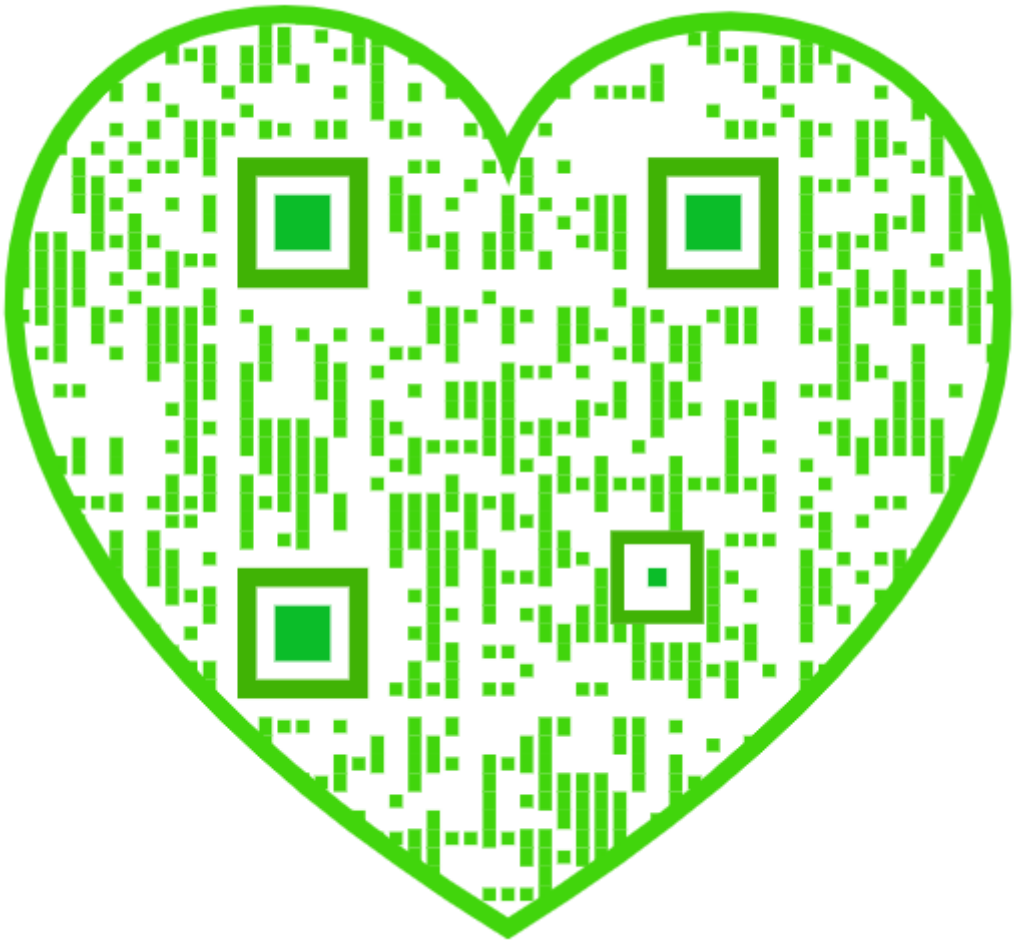

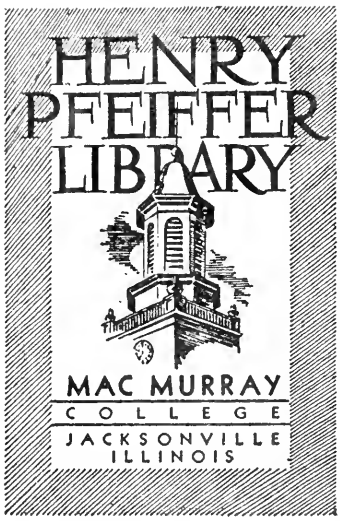
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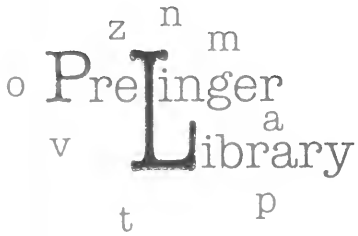
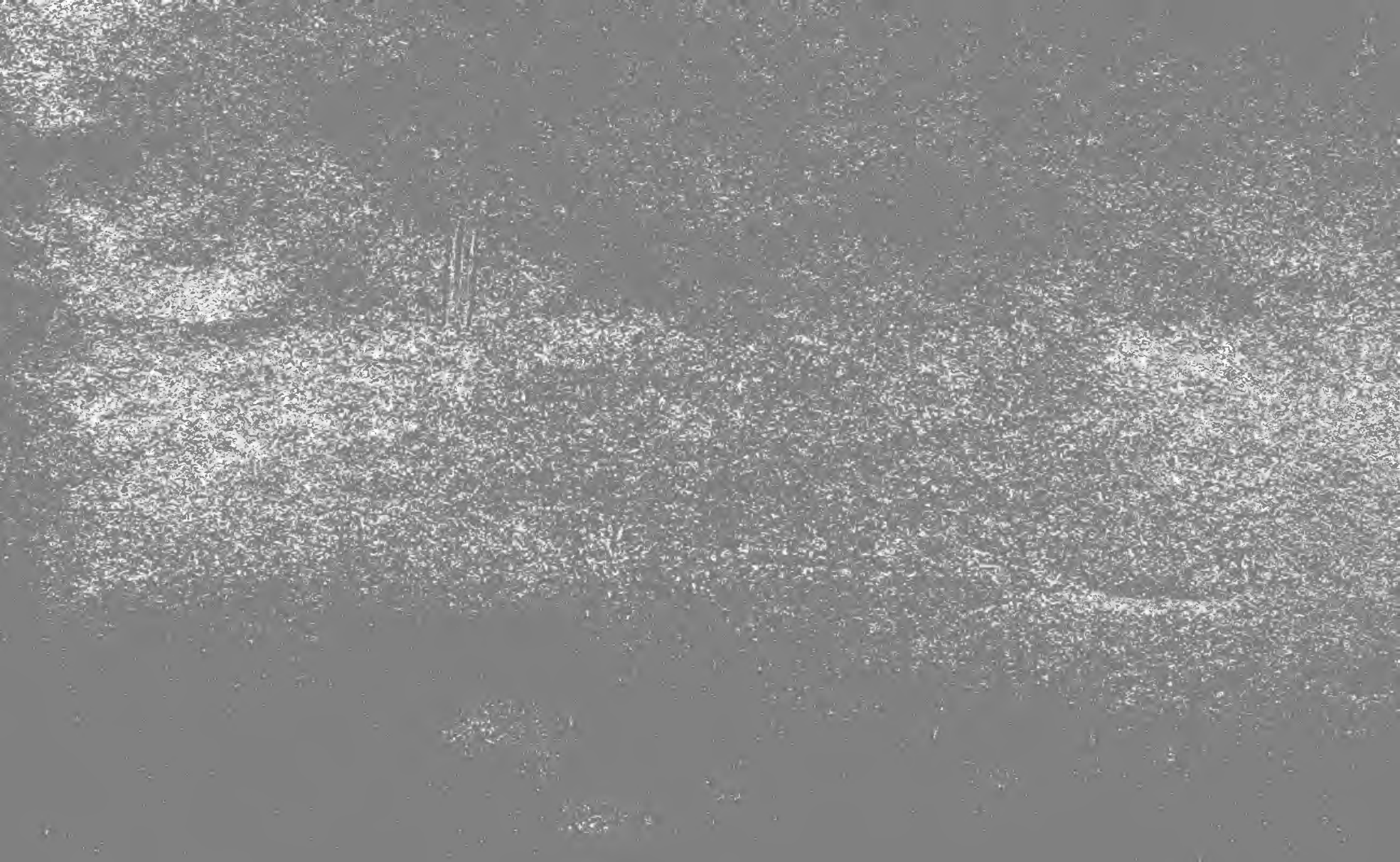


San Francisco, California
2007



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You Remember

YOU remember the watercress you found yourself by the stream, the chestnuts, hickory nuts, walnuts, butternuts, the tiny beechnuts you gathered in the fall after the frosts, the sassafras root, the blueberries, the elderberries, the wild gooseberries with their thorns.

You remember the smells—in the woods, in the swamps, in the pasture, by the seashore, where the wild roses grew, or the little island just thick with violets, the smell of the clam bake, the smell of the woods fire, the smell of the bayberry you ground up in your hands.

You remember the nice feel of the road dust on your bare feet, the good old "sqush" of the mud between your toes, wading in the creek at recess, catching tadpoles to be watched as they grew up, turning over stones to find what lived underneath, wading out into the ocean, the first joy of swimming in the ocean, of giving yourself entirely to the water.

You remember—if you lived away from the mountains—the first climbs, the delight of finding the springs you could drink from, coming on the deer, watching them bound away from you, getting above the timber line, above the clouds, and when the sky cleared, looking for miles and miles.

You remember always the birds, the trees you climbed as a boy to study their nests, the pheasants flying up, perhaps the wild turkeys, the dozen or so little Bob White following their mother on the ground, one behind the other, yet never walking in a straight line, the tiny humming birds always coming to the same place by the side of the porch.

You remember many sounds—the sound of the sea when the ocean is calm, the sound of the sea in the winter storms on a rocky coast, the lapping of the lake water at your camp as you wake in the morning, the sound of the wind in the trees, the cry of the loon on the lake, the sound of the rushing mountain stream, the roar of the great falls, the sounds of myriads of insects, the sound of the "jug-ger-rum."

You remember the sight of the first flowers, the wheat just coming out of the ground, when the trees leaf out in the spring, when the leaves have their best color in the fall, when the first snow storm comes, certain sunsets over the ocean or over the lakes that were unbelievable.

You like now to remember that much of our land and water and its sights and sounds and beauty withal belong to all the people—deeded to them forever and forever.

Howard Braucher

Murray College Library
Jacksonville, Illinois
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April

Courtesy Essex County, N. J., Park Commission

Nature Experiences for All

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As old as man himself are the satisfactions he derives from his experiences with nature

By REYNOLD E. CARLSON
National Recreation Association

AS SUMMER approaches, millions of Americans will plan their vacations to the mountains and seashores. Many are fugitives from offices, factories, kitchens, and schools. Some will hike, fish, swim, or engage in the many other vigorous outdoor pursuits; some will read, botanize, or participate in other less strenuous activities; some will merely wish to lie in the sun, or enjoy the beauty of countryside from the hammock or the car window.

But not only during vacations are there possibilities for enjoying nature. Throughout the year in many places and in many forms, are being offered through organized means, pleasing experiences that bring man into closer contact with the natural physical world and help him enjoy and understand that world.

As old as man himself are the satisfactions he derives from his experiences with nature. Yet modern commercial and industrial life has denied him the opportunity to satisfy some of his urges to live close to the earth—to plant, to harvest, to explore, to hunt, to fish, to enjoy the songs of birds and the beauty of trees.

In a hundred years America has changed from a land of a few cities, many small towns, and a large rural population to a country in which almost sixty per cent of our people live in cities of 2,500 population or more. As our cities have increased in size, the opportunities for outing experiences have decreased in number. Today, therefore, to reestablish man's contact with his natural environment, it has become necessary for opportunities to be offered by society through its governmental and private agencies.

The reasons for the providing of nature experiences are many and varied. The educator sees, in offering such experiences, that they are a key to the understanding of the rules of the universe, basic to life itself. To the conservationist, learning about nature has value in that it holds at least one of the keys for the conserving of the resources that have been so thoughtlessly exploited by past generations. To children and adults, the reason for participating in nature experiences lies in the resulting increased zest in living and new appreciations of the beauty to be found in yard, park, or countryside.

America has gone far to preserve or provide the places for the enjoyment of nature. Our National Park Service has set aside some of the finest examples of scenic beauty for the enjoyment of all the people. The U. S. Forest Service has made its great forest areas available for the recreation of millions. Our states have followed these examples with their parks, forests, and reserves. Counties and cities have provided many places where natural beauty may be found and enjoyed. New parks and preserves are being established continually, and few people there are in America who do not have, somewhere near at hand, one of these areas.

But along with the acquisition and the development of places for outdoor recreation, there has been a definite need also to help people understand and appreciate what these places mean. It is often discouraging to find individuals without the background to appreciate and without any conception of the possibilities for recreation that are offered in these areas. It is to the end that more people may develop the understanding necessary for the appreciation of these areas and of the whole physical world around them that efforts are being made in so many quarters to develop programs that will provide concrete nature experiences. This does not mean that a knowledge of botany is necessary to enjoy the beauty of a park, or a course in ornithology to appreciate the beauty of bird song; but it does mean that for many, at least, familiarity with their surroundings is necessary to the highest enjoyment of the world in

Readers of *Recreation* will recall that our request for material for a special issue of the magazine on Co-Recreation met with such enthusiastic response that it was necessary to devote two issues to the subject and to publish some additional articles in a later number. Our experience with regard to a special issue on Nature Recreation is proving similar. So many interesting articles have been received that it will be necessary to publish a number of them at a later date.

Photo by R. E. Carlson

The national parks and forests belong to all. In order that more individuals may have an appreciation of their aesthetic and recreational values, many efforts are being made to promote programs which will provide concrete nature experiences.

which they live. A brief summary of the programs will indicate the variety and extent to which efforts are now being made to provide nature experiences through government and private organizations.

For many years our American schools, both public and private, have included as a part of their curriculum courses in elementary science and nature. Much of the material, particularly in the elementary and junior high school levels, has had as one of its objectives the development of an appreciation of the physical world in which we live. In many cases students have been made aware of the possibilities of nature hobbies. Many schools have tried to provide real experiences with nature rather than mere book learning. During recent years there has been a real effort to provide training for teachers through summer courses at camps that give teachers themselves some of the first-hand outdoor experiences so much needed to make nature courses vital to children.

Museums, zoos, botanical gardens, and other scientific institutions are all organized to aid in the appreciation of nature. During recent years there has been a definite trend toward the development of educational programs for young and old in these institutions. Classes are organized, displays made meaningful through interpretation in language that the general public can understand, publications issued, hobby clubs sponsored, field trips and other outings conducted. The tremendous growth of the children's museum idea during the last few years is another indication of the possibilities of these organizations to contribute much to the enjoyment of our physical world.

Organized camps, public and private, are efforts to provide outing experiences for their members. In many cases they have well-developed nature programs, most camp leaders recognizing that these are the most logical types of activities for children in the outdoor setting in which organized camps are located.

From coast to coast are hundreds of hiking clubs, ranging from groups of eight or ten people to the large regional organizations such as the Appalachian Trail Conference of the east, or the Sierra Club of the west. Many of these large organizations have adopted some region of America as their particular province and have expended their efforts to keep regions in a primitive condition, to provide and maintain trails, to organize outings for their members as well as to educate their own groups and the country at large on the values and joys of hiking. Many of these hiking organizations, large and small, are also interested in natural history. They publish pamphlets on the natural history of their own province. Their

(Continued on page 62)

Dr. John H. Finley

JOHN HUSTON FINLEY lived himself and very much wanted all others to live. For him every hour of life was adventure, adventure of the spirit, adventure in imagination.

Warmly human himself, he imparted warmth and depth and richness of life to those about him. No one exceeded him in gifts of friendship. The world became a more friendly place when he came into the room.

John H. Finley belonged to the National Recreation Association before it was formed. The purpose to which it was devoted was his purpose—that children might have their rightful heritage of play, that all might have a permanently satisfying use of leisure.

Dr. Finley liked to read of the new Jerusalem and of the children playing in the streets thereof. But, he asked, why not give children in our cities a real chance to play here and now. If the heaven of men's dreams is to have music and dancing and poetry—why not let joy express itself now. He wanted even the blind to see and feel the beauty of the world.

From 1913 to 1940 a member of the Board of Directors, from 1922 to 1937 First Vice-President, from 1937 President, Dr. Finley gave himself wholeheartedly to the movement that was so much a part of his own life. He spoke for it, presided with rare charm at the Recreation Congresses, raised money for the Association, placed his prestige and his great influence back of the entire recreation movement. There was no other quite like him. Not soon shall we see his equal. We record with deep gratitude a little of what his life and work meant to the National Recreation Association and to us personally. We shall ever think of him with affection.

From the Minutes of the Board of Directors of the
National Recreation Association, March 13, 1940

"Here Comes the Traveling Museum"

By EARL LORAH
Supervisor of Nature Lore
Department of Public Recreation
Reading, Pennsylvania

"HERE COMES the traveling museum" were happy words to the ears of most of our children, and of adults as well, on all of our thirty-two Reading playgrounds. And the museum was only one of the many features of our nature lore program during the past summer.

When planning the program for the 1939 season it was decided to emphasize natural history—"nature lore" to the children. At that time it was a question as to how some of the playgrounds would react to this type of instruction. Heretofore, nature lore had been just another one of those activities which the individual leaders on each playground were to teach their children. If the leader were interested or knew a little something about the subject, he would discuss it with the children. If, however, he knew nothing about snakes, birds, insects, or anything else that might be of interest to the children, nature lore was never mentioned from the beginning to the end of the season.

In order to make sure that this would not occur last year, a nature specialist or supervisor of nature lore was employed, and it became my duty to visit each playground several times during the season.

Saturday Hikes

The first thing to be done was to arrange a schedule so that the various leaders would know exactly when the traveling museum was to pay a visit and could pass this information on to the rest of the playground by means of an attractive notice on their bulletin boards. According to our schedule I was to visit four playgrounds five days a week, allowing Saturday for all-day hikes. The smaller playgrounds were visited in the morning while the larger ones received afternoon visits. This meant that each playground was visited about every ten days. An example of a typical day's schedule would be:

A. M. 9:45-10:45	Amanda Stout
11:00-12:00	10th and Chestnut
P. M. 2:00-3:15	Baer Park
3:30-5:00	Glenside

We discovered from this schedule that Saturday was not the best day to hold our hikes, for there were too many other things going on. Each week these hikes were held in different localities, thus making it more convenient for playground attendants within a certain district. However, all thirty-two playgrounds were invited every week. The hikes began at 9:00 A. M. and ended any-

(Continued on page 58)

Perspective in National Park Affairs

By CARL P. RUSSELL

Mr. Russell, who is Supervisor of Research and Information, National Park Service, has given us in this article a most illuminating exposition of the trends in the Service, and of objectives and methods, particularly as they relate to education and interpretation.

WHEN AT THAT Yellowstone Campfire of 1870, Cornelius Hedges opined, "This wonderland should be preserved as a public pleasuring ground," he probably sensed something of the cultural usefulness of those amazing values with which nature endows the upper Yellowstone country. His historic recommendation opened the campaign which resulted in the creation of our first national park and, incidentally, was the beginning of a movement which has spread to most of the civilized world.

Probably the wonders of the Yellowstone were not regarded by Mr. Hedges and his contemporaries as especially representative of a national expression; on the contrary, the geyser activity and the weird beauties of the Grand Canyon of the Yellowstone struck those Montana pioneers as being absolutely foreign to anything in their previous experience. It was, perhaps, this curious and spectacular character, principally in the sense of its freakishness rather than for its full cultural significance, that prompted the members of the Washburn-Langford-Doane party and their friends to work with such determination to create of the area a national reservation to which rich and poor alike should have access.

Twenty years later, when Yosemite, Sequoia, and General Grant were made national parks, the trend toward public recognition of "distinctive" American scenes was well established; and through the succeeding decades "superlative" and "unique" were regarded as necessary adjectives in legislation enacted in creating Mount Rainier, Crater Lake, Mesa Verde, Glacier, Rocky Mountain, and some others of the earlier national parks.

To most of the pioneer workers who directed their energies to the creation of national parks, and to the great majority of national park visitors who entered the first parks, the unusual scenic qualities of the reservations were sufficient unto themselves. Few people thought of the areas as being expressive of the American message, and very few indeed demanded scientific explanation of the natural features that had been preserved.

Gradually a changed attitude of the public mind came about, and visitor interest was no longer satisfied by the knowledge that the Upper Yosemite Fall is the highest free leaping waterfall in the world, or that Mount Rainier's glaciers constitute the largest accessible single peak glacier system in the United States proper. Insistent questions were raised concerning the meaning of park phenomena, and the National Park Service busied itself in establishing facts and devising means of making information available.

Educational Values Are Realized

Thus it became apparent that an important educational aspect was to be found in the public enjoyment of the national parks; that scenic and scientific appreciation, historical mindedness and national patriotism might be intensified through their use. A definite educational program was established within the formal set-up of the Service. Concurrently with the growth of the program of research and interpretation, there was developing both within the National Park Service and among national parks enthusiasts outside of the Service, a new concept of the scope of national park opportunities.

Twenty years ago the American Civic Association in its Park Primer defined a national park as "an area, usually of some magnitude, distinguished by scenic, scientific, historic or archeological attractions and natural wonders and beauties which are distinctly *national* in importance and interest, selected as eminent examples of scenic, scientific, or historic America, and preserved with characteristic natural scenery, wildlife and historic or archeological heritage, in an unimpaired state, as a part of a national park system for the use and enjoyment of this and future generations."

Soon after this definition was published, the Camp Fire Club of America enlisted the interest of all conservation groups in analyzing the principles and methods governing the creation and administration of national parks. In 1929 the Camp Fire Club published "standards" in this

connection which were endorsed by various associations and recognized in principle by the National Park Service. These national park standards stressed the idea that scientific, educational, and inspirational values should dictate the major uses of the areas.

In 1930 a significant acquisition was made when Colonial National Historical Park and George Washington Birthplace National Monument were established. This was the occasion for the planning of a serious program of historic conservation. In 1931 a staff of historians was employed, and the Service entered into the specialized work of administering historic areas. The War Department transferred fifty-nine historic areas to the National Park Service in 1933, and passage of the Historic Sites Act of 1935 made the Service responsible for a nation-wide movement to conserve all important historic and archeologic sites.

In 1937 ideas on the future national park system had crystallized further, and the Service gave definition to its policy on acquisition of new areas. In the *Congressional Record*—Appendix of January 24, 1938, pp. 1375-76—Congressman J. W. Robinson of Utah published this policy as contained in an address by Director Cammerer. Here the Service declares its intention to secure for public use those areas that are of more value nationally for recreation and inspiration than for any other use, to acquire nationally important prehistoric and historic sites, outstanding stretches of the ocean beaches, the most instructive geological phenomena, the finest representative examples of native plant and animal associations, and a system of nationally important scenic and historic parkways. In other words, the Service committed itself to a policy of preserving, and presenting by striking examples, the comprehensive and varied story of earth forces and the progress of civilization in this country.

The Movement Grows

From the standpoint of scope, the national park stories by areas now connect and constitute expression of much that is esentially American. Because the program is not limited to "primeval" areas, it does represent an expansion of the national park idea of 1870. For thirty years after the creation of Yellowstone National Park, the conception (if any) of a national park system was one in which "incomparable scenic grandeur" constituted the controlling qualification.

National monuments characterized by values other than scenic grandeur first came into the picture in 1906, when An Act for the Preservation of American Antiquities authorized the President of the United States to declare by public proclamation significant areas situated upon lands owned by the government to be national reservations. Caves, canyons, natural bridges, fossil deposits, volcanic manifestations, samples of desert flora, a forest of redwoods, battlefields and other historic sites, and variety of archeological treasures were among the first units that had been collected under the Antiquities Act when the National Park Service was established in 1916.

This collection continued to grow during the early years of organized effort of the National Park Service under Stephen T. Mather. Gradually it became apparent to all workers in the field of national parks activity that a wealth of recreational and inspirational values existed in many sections of the country and that the process of acquiring them should be selective rather than collective. The national park yardstick of the pioneers could no longer be used in measuring the several new classes of areas which the public mind had created.

Questions Arise

With that realization came some questions and protests. Overlooking the fact that thirty-four miscellaneous areas, many of historic and prehistoric significance, had already been brought into the system at the time that the National Park Service was formed, some conscientious friends of the parks offered formal objections and organized campaigns designed to change the course of events. They argued: "Keep national parks always a system of natural masterpieces; admit to the system no new park or addition that will depreciate its *meaning*."

The question of *meaning* can be found behind nearly all of the arguments. Some of the protests originated with energetic workers who had already contributed much toward the founding of the national park system. In most cases, the objectors did not show a good sense of direc-

"In its attempts to meet its opportunities, the National Park Service has provided a mechanism whereby an appealing and understandable picture of things American can be placed before a representative cross section of the American population. Probably we are not placing too high an appraisal upon the value of this Service when we refer to it as 'one of the most potent agencies in field education that has been conceived by any nation.'"

Courtesy U. S. Forest Service

The park visitor's eyes are opened to some of the meanings of the trailside when ranger-naturalists escort parties to the significant exhibits of the out of doors.

tion in debating their questions.

One of the notable organizations that opposed the expanding national park programs observed in 1933 that Mesa Verde National Park is a "casual creation of local pride established before a national consciousness of the great system (of national parks) crystallized." In passing such judgment on this, one of the Nation's greatest archeological treasures, the protesting organization indicates that it is willing to stop with scenic areas in shaping a national parks program. It is, I think, an opinion that limits the "meaning" of national parks to very restricted sociological bounds.

Most conservationists now agree that it should be the purpose of the Nation to select and preserve, while it is still possible to get them, those areas of national significance which give expression to all things American. Great archeological relics are not less distinctly national in importance and interest than are the granite cliffs of Yosemite or the abysmal depths of the Grand Canyon of the Colorado.

A review of the debates on the policy affecting the scope of the National Park Service program indicates that most of the differences of opinion grew out of differences in views as to what constitutes a national parks objective. As a result of much mulling over of ideas and definite public action in the matter, the government now embraces the opportunity to preserve and interpret the broad American story in all of its varied aspects. The expanded program may well be accepted as the ideal of Stephen Mather, who visualized a broad park concept "to provide a new form of land use, humanly satisfying, economically justifiable, and with far-reaching social implications."

Interpretative Work Is Initiated

Among the social implications there looms that undertaking in unique educational methods which for twenty years has contributed to the public enjoyment and understanding of the distinctive features of National Park Service areas. In 1920 interpretative work was started in Yosemite, Yellowstone, and Mesa Verde. Guided trips, lectures, and a special exhibits service found immediate response from park visitors, and the work spread in a year or two to include Glacier National Park, Grand Canyon, Mount Rainier, Rocky Mountain,

Zion and Sequoia National Parks. By 1923 a central office was established in Berkeley, California, from which to direct the new program, and in 1924 a fairly general interest of educators throughout the country was focused upon the new techniques which were demonstrating their effectiveness in promoting the cause of conservation.

The American Association of Museums recognized the possibilities of applying museum methods in interpreting the vast story told by the natural and historic exhibits in the park areas. In 1924 the Association organized to investigate ways and means of establishing an adequate museum program within the National Park Service. With funds provided by the Laura Spelman Rockefeller Memorial, some of the first adequate and permanent museums in national parks were built in 1925-33 under the guidance of the American Association of Museums.

This initial work in museum planning and construction laid the foundation for the existing museum program which with the support of government funds now includes central museums, focal point museums, historic house museums, restorations, trailside exhibits, and exhibits in place in most of the 155 areas of the Federal park system. Because central museums in the national parks provide offices, laboratories, and libraries for the educational personnel, and contact stations for park visitors, the museum program has become the center of the interpretative work in the parks.

"The purpose of educational work in parks is to interpret park phenomena and history and engender a desire in the visitor to think, read, and talk about the park offerings, both while he is in the park and after he has returned to his work-a-day routine."

In order that the growing program of research and interpretation might be well balanced in its development, the Secretary of the Interior in 1928 appointed a committee of nationally known educators to study its possibilities and define its policy. Acting upon the recommendations of this committee, the National Park Service on July 1, 1930, established a Branch of Research and Education, now called the Branch of Research and Information, to coordinate the various phases of research and interpretative work. In reviewing objectives and policy of the Branch we find this significant recommendation made in 1929 by the Committee on Educational Problems:

Any plan involving assistance to the visitor must include an examination of the attitude of the park visitor to what is presented. We are not concerned merely with the fact that many things may be large or wide or deep or highly colored or have an interesting evolutionary development. From the point of view of the visitor, we are interested in their meaning to him in terms of his most fundamental thinking, and their significance in relation to his everyday life.

Following this thought, the National Park Service in all of its public contact work attempted to use its opportunities to give emphasis to the human value of the natural exhibits of the parks, an emphasis that strives to advance understanding and appreciation of the natural phenomena and human history of the Service areas. Nearly five million citizens availed themselves of the lectures, guided trips, and museum services of the national parks during the twelve months just passed. It becomes more evident each year that in this Service is one of the very potent forces now working in the cause of conservation.

From the inception of the idea of an interpretative program, it was obvious to all workers that naturalists and historians engaged in planning and conducting the work must be provided with organized information relating to the features that they were to interpret. A research program was organized. Cooperation on special problems was obtained from the National Museum, the Biological Survey, the Geological Survey, the Bureau of Fisheries, and from many universities and museums.

Research Specialists Are Enlisted

In addition to investigations conducted by outside agencies, the Service established small staffs of research specialists in forestry, wildlife, geology, history, archeology, and the general field of museum work. The attitude of the Service toward its research program is reflected in the recommendation made by national park superintendents in conference at Santa Fe, New Mexico, October, 1939:

The interpretation of natural and human history in national park areas is recognized as a primary objective. The basis of such interpretation should be organized research. A sense of balance must exist in arranging research and interpretative functions, and the role of research, generally, in the National Park Service program should be re-examined. National Park Service problems are national in scope relating to physical, biological, and human values inherent in some of the most perishable of Federal possessions. They pertain to mental health, constructive living, social traditions, enjoyment of life, and other basic matters bearing on the

health, education, recreation and psychology of America's population. The National Park Service is most advantageously situated to develop a national perspective in ethnology, history, wildlife, and aesthetic appreciation of scenery.

Six geologists, eight wildlife technicians, (Biological Survey), and about two hundred museum workers are now employed. Thirty-four park naturalists and assistants are located in national parks and national monuments. During the season of heavy tourist travel the naturalist staff is enlarged by the employment of temporary ranger naturalists, about one hundred of whom are appointed each summer. These men appearing on lecture platforms, behind information desks, or leading groups organized to hike into the forests or to the high country above timber line interpret the stories told by the natural exhibits of the out of doors.

Perhaps the park visitor exposed to this kind of teaching does not retain all of the information delivered by the naturalist, but his eyes are opened to some of the meanings of the trailside and he has had a glimpse of the great natural processes behind the national parks story. Simplicity in translating the story is a constant aim. A Harvard geologist once remarked while examining the geo-chemistry exhibits in the Norris Museum, Yellowstone, that the interpretations were "naive." His evaluation was accepted as complimentary. Except for self-conscious intellectuals, few people object to simplicity in science.

A great problem is to find those scientists who have the ability to present science in simple graphic manner. The ranger naturalist is selected on the basis of his scholarship, but in his work with park visitors he must distinguish between the public mind and the scientific mind. His presentation of a story must be made with clarity and force, but the technical expressions of the scholar, scientist or historian are reserved for display before professionals and are not inserted into the popular interpretations offered park visitors.

The Pageant of American History

Within the 155 areas now reserved by the National Park Service, or in those proposed for acquisition, the pageant of American history unreels like a lasting cinema. Archeology and ethnology find some representation, especially in the areas of the southwest, where the exhibits run the gamut from the dwellings of a people who lived a thousand years ago to the camps and pueblos of the modern Indian. In the field of geology, the national parks and monuments constitute a natural textbook. The pages of that book are widely separated and scattered, but the automobile and good roads overcome the difficulties of distance. Many colleges and universities take geology classes to these out-door laboratories. The existing Federal areas do not constitute as fine and complete a series of geological exhibits as might be desired. The story of earth forces in the United States must still be defined and a survey completed to locate more of the significant areas. Then selection should be made to complete a coherent system of parks and monuments which will exemplify the major themes of American geology. Just as sound conclusions can be drawn as to the relative values of geological areas after a comprehensive survey has been made, so should a broad review of the ecology of the country precede the selection of biological areas. The park system is

(Continued on page 60)

The Merced Lake High Sierra Camp, Yosemite National Park

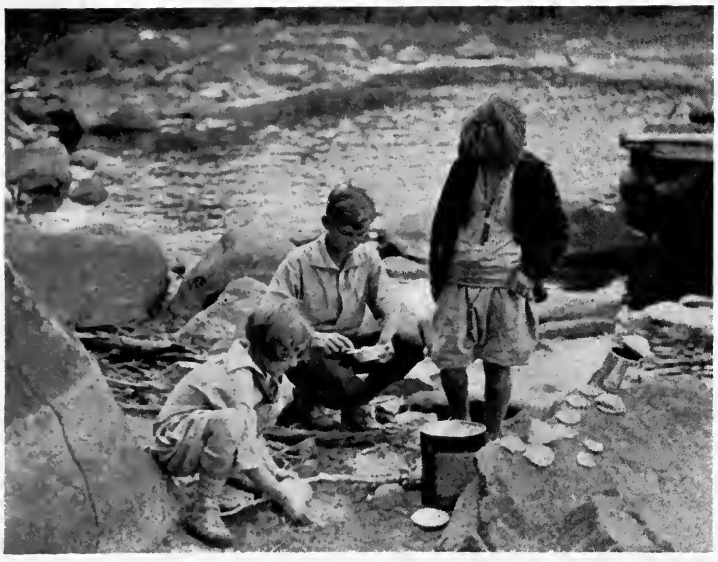


Photo and copyright by Fay Welch

The Nature Program at Our Camp

By FAY WELCH

A VERY IMPORTANT phase of our Tanager Lodge nature program preceded by many months the first opening of camp. During the years when we were seeking a camp site, many an otherwise attractive spot was passed by because it did not provide the rich, stimulating environment that we desired. Finally a point on the western shore of one of our Adirondack lakes was selected. This point, except for an open, grassy acre near its tip, was covered with an attractive growth of canoe birches, pines, spruces, balsam firs and red maples. Around the bays on either side were tracks of deer, fox, raccoon, mink and muskrat, while farther back were black ash for packbaskets and enough tipi poles to supply the Six Nations. Mosses and wild flowers, among them several orchids, carpeted the forest floor, and the rocky cliffs across the bay had received special mention in the geological report of the region. Speckled, brown, rainbow and lake trout as well as a half dozen other species of fish inhabited the lake. A mile away near the inlet was a fascinating marsh alive with birds, frogs and other wild life. Across the lake, mountains rose to an elevation of almost four thousand feet, while a few miles to the north the ridges subsided into a rich, agricultural plateau that fell away rapidly to the St. Lawrence Valley.

Environmental Influences

The tremendous importance of this natural environment on the lives of our campers during the following years is impossible to evaluate. Let us note briefly, however, a half dozen ways in which it affected camp fifteen years later—last summer.

One morning, early in the season, we looked out from the breakfast table to see a beaver swimming by the end of the dock. Raccoons were our almost nightly visitors, leaving dust tracks along the trails, raiding tents, peering curiously at campers by firelight or at early dawn, and on a few rare occasions even coming close enough to accept food from the motionless hand of some very calm and patient human. In early summer a flock of young Canada geese wheeled over our point and alighted on the bay. Several campers experienced the thrill of having wild birds take food from their hands. A few minutes of silent paddling would take us almost any evening to places where deer were splashing and feeding in the marsh, while muskrats hurried from one reedy point to another. Swimming out of the fog to meet us as we came down to breakfast in late August, a young buck landed on the point seeking sanctuary from the dogs on the far side of the lake. At night we had the stirring loon chorus, the mysterious hooting of the barred and great horned owls, and the occasional wild yapp of a red fox. Dawn was ushered in by booming of the bittern from the marshland and the nearby chorus of purple finches, least fly catchers, thrushes, robins and song sparrows.

There was a special expedition to the swamp in search of a black ash of proper growth and grain. Finally a suitable log was found, carried in and peeled. Splints

Mr. Welch, who gives us this interesting description of a nature program at camp, is Director of Tanager Lodge Camp in the Adirondacks, and Special Lecturer in Recreation at the New York State College of Forestry, Syracuse University.

were pounded out and soon a pack basket was taking form. Fire-by-friction sets were made, paddles, bows, arrows, lacrosse sticks, paper knives, book ends, balsam bough beds, birch bark boxes of many shapes and sizes decorated with porcupine quills. Other summers bridges, towers, boats, docks and log cabins had been built.

The Staff

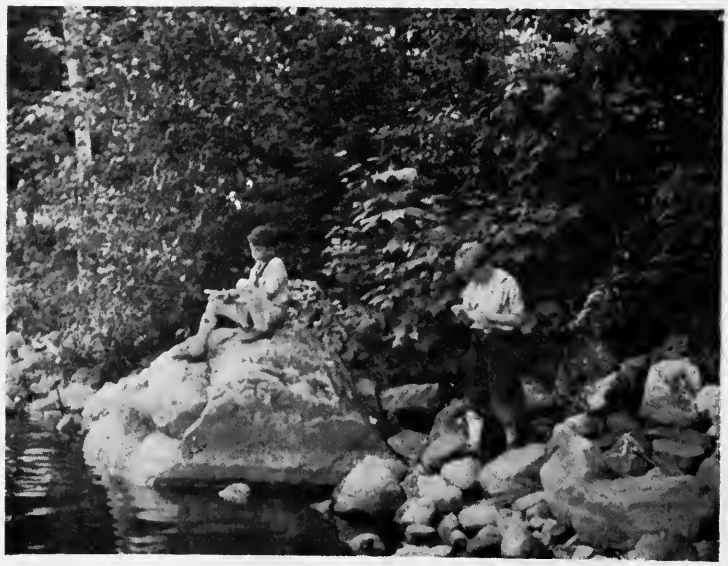
But an environment rich in natural resources by no means insures rich nature experiences for our campers. In fact, many of us may have been discouraged to discover to what an extent individuals can be repeatedly exposed to nature and yet remain almost entirely oblivious to it. There are people who bring with them out of doors such a nimbus of city-bred interests that they stalk blindly by all but the most striking of natural phenomena.

Hence the importance of the leader or counselor who can artfully introduce the individual to his environment. At Tanager Lodge we believe it wise to get away from *the* nature counselor and instead try to have all our staff members interested in nature. Even though our nurse has never studied ornithology, she is anxious to watch the birds and encourages the campers with her to make such careful observations that together they can later identify them from pictures in the library. The head of swimming did not know trees, but he soon learned enough about them so that he could help the campers select the right wood for their campfires, lacrosse sticks or fire sets. Of course, enthusiastic interests, especially those of staff members, are contagious. One of our doctors was so keen about collecting and mounting insects that before he had been with us a week half the camp were starting to make collections. Other counselors are particularly interested in stars, or ferns—or fishing!

Of course, as I have often said before, there is certain nature knowledge essential to a person who would camp safely, efficiently, and happily. Knowledge of fundamental laws regarding winds, waves and weather — the ability to read and heed nature's warnings of hurricane, hail, fire or flood—is imperative. It is as essential in safeguarding the lives of campers, especially those who sail, row or paddle, as swimming or life-saving tests. Knowing the characteristics of various woods—which ones ignite easily, which burn long and steadily, where tinder is to be found after a week's rain—are skills that make it possible to have a fire ready for cooking ten minutes after beaching your canoe. And nothing else so expedites the routine of preparing three meals a day when on a camping trip as efficient fire building. One must be familiar with many of the individuals, both plant and animal, comprising the forest community, if he is to avoid unpleasant experiences. We toy with poison

(Continued on page 55)

"What are our ultimate objectives? We want to enrich permanently the lives of our campers by developing in them an appreciation of the exquisite beauties of nature, whether that beauty is displayed in the glory of the sunset, the majesty of the storm, the courage and devotion of a pair of nesting birds, or the symmetry of a snowflake. We want them to have a feeling of fellowship with the mountains, the trees, and our wild brothers."



A successful fisherman must be quiet; it is to the quiet person that nature opens her pages

Photo and copyright by Fay Welch

A New Emphasis for Playground Nature Programs

The general plan of the nature recreation in Oakland, California, was outlined in considerable detail in the issue of *Recreation* for May, 1938. For this reason only brief mention will be made in this article of the fundamental basis of this city-wide program, and the intent at this writing will be to note some of the new emphases and the current trends which have been apparent during and since the summer of 1939.

FROM THE STATUS of an experiment in the summer of 1936, the playground nature activities program of the Oakland Recreation Department has grown to such an extent that in the summer of 1939 there were 2,414 children and 584 adults participating in a city-wide, playground-centered nature program. This development has been both the cause and the effect of an increasing interest on the part of recreation directors and playground patrons in the great variety of nature activities available to residents of Oakland.

A special director of nature activities is directly responsible for setting up and conducting a wide variety of outdoor recreation events centered at playgrounds throughout the city. With the cooperation and active assistance of the playground director, he organizes nature clubs, plans and conducts hikes, establishes simple playground nature museums, and gives lectures and "illustrates" them with living plant and animal specimens. He also encourages his listeners to begin their own nature collections and in this connection freely gives of his training and experience in making identifications and preparing labels. Part of the special director's time is also given over to demonstrating nature handicrafts and in conducting visits to local museums and wildlife sanctuaries.

Nature Handicrafts

In order to facilitate the conducting of nature handicrafts on the playgrounds of Oakland, the nature activities director has devised a very workable plan for the distribution and use of the special equipment and supplies necessary. Instead of attempting to provide individual tool and supply kits for each of the more than sixty playgrounds, the city is divided into twelve districts, and at a centrally located playground in each district there is deposited a complete outfit for such crafts as spatter-printing, ozalid printing, blue printing, and plaster casting. Each playground in the district may withdraw these supplies in rotation for the particular craft in which that playground is especially interested at the moment. In this way, during a period of weeks in the summer time, all who wish to participate in these several crafts will have had that opportunity. This plan, which was launched in the summer of 1939, will be enlarged and used to an even greater extent in the future.

Typical Nature Activities Outing

On Saturdays during the school year, as well as at intervals during the summer vacation period, the special director of nature activities conducts playground groups on hikes and excursions of exploration and collection. A favorite destination for playground exploring parties is Lake Merritt in the heart of the City of Oakland. A tidewater lake covering some 155 acres, Lake Merritt is surrounded by a beautiful park area that includes at one end of the lake a wild duck reserve where thousands of birds are fed and sheltered every season. This area, of course, affords unrivaled opportunities for young nature enthusiasts to observe directly the habits and characteristics of many varieties of bird life.

At a boat house and a canoe house operated by the Recreation Department, there are available boating and canoeing facilities of numerous types. In addition, outdoor fireplaces and tables near the shores of the lake make it possible to enjoy a picnic meal as part of the excursion. Many groups enjoy crew rowing, also, as a part of their special trip.

One particular winter-time outing to Lake Merritt and the Wild Duck Reserve is here described in the words of the playground director who accompanied the nature activities director with her playground group.

"Had any of the parents of the boys and girls from our playground happened upon the group scanning the shores of Lake Merritt for crabs, clams and tube worms, I would have been somewhat embarrassed, for I, too, along with the children, was down in the mud and among the rocks searching as diligently as any of the party. Anyway, we were learning things and we loved it.

"Along the trail we sang songs, and our first venture was rowing around the lake. It is always fun to roast marshmallows and wieners, but it is the most fun when it is done around the outdoor fireplaces at the Canoe House. Firewood and sticks for roasting wieners and marshmallows are provided as a Recreation Department service.

"After lunch we walked to the duck feeding station which is a part of the Wild Duck Reserve. Here the nature activities director explained how the large cages are used for trapping the water fowl for banding purposes. We could see many ducks wearing the small, light metal bands. We also saw many birds which had formerly been in the Oregon Wild Life Exhibit at the Golden Gate International Exposition and which are now being released at Lake Merritt. The nature director gave a most interesting talk on the life histories and habits of birds now making their home at Lake Merritt. It seems incredible, but members of the group identified twenty-six species as follows: Eared Grebe, Pied-Billed Grebe, Blackcrowned Night Heron, Canada Goose, Cackling Goose, White Fronted Goose, Snow Goose, Mallard, American Pintail, Green-Winged Teal, Wood Duck, Redhead, Canvasback, Scaup Duck, American Golden-Eye, Ruddy Duck, California Quail, Coot, Glaucous-Winged Gull, Herring Gull, California Gull, Ring-Billed Gull, Bonaparte Gull, Heerman's Gull and Forster Tern."

The playground director continues her story of this outing:

"In the course of the day we visited the Museum where one may see specimens of all the birds and waterfowl which frequent the Lake.

"Leaving the Museum and returning to our explorations along the tidewater, almost everyone succeeded in catching a mud crab. We know, thus, first-hand, how many legs a crab has, and we know just where to look for angle worms, Western Oysters, and Bay Mussels and large Horse Mussels. Several kinds of clams were unearthed and Acorn Barnacles were observed everywhere. Along some parts of the shore every rock was covered with little tubes in which tiny worms lived. They are known as Tube Worms and are confused by many persons with coral. They were introduced to this area from France and this is one of the few ports of the world in which they are found.

"It was unanimously agreed that this winter-time excursion to Lake Merritt was a great success; certainly it dispelled any ideas that the children or I might have had to the effect that the summer-time is the only time when hikes are fun."

Mimeographed Bulletin Service

Another point of emphasis recently developed in the nature activities program in the City of Oakland is the preparation, by the special director of nature activities, of mimeographed bulletins relating to different phases of outdoor recreation. The purpose of these bulletins is to give specific and detailed assistance to playground directors in order that by using these suggestions they may give active co-

The Wild Duck Reserve at Lake Merritt in the heart of Oakland is a popular place for visits by playground groups

operation to the special director in carrying on the playground nature program. Obviously the director himself cannot spend a great deal of time at any one playground, and the better prepared the playground directors are to cooperate with him in carrying out the plans he suggests at the time of his visit, the greater is the continued interest of the playground patrons. Typical subjects dealt with by these bulletins are: "Hikes — Trail Games"; "Check-List of Animal and Plant Life of Camp Chabot"; "Nature Lore Games"; "A Bird Sanctuary in Your Own Backyard"; and "A Nature Bibliography for Recreation Leaders in California."

A Sample Bulletin

DID YOU KNOW THAT:

Bees do not bite? Dew does not fall?
All turtles are reptiles?
Poison ivy is not found in California?
Deers walk only on their toes?
The wing of the Red-winged Blackbird is not red?
Animals differ from plants in being unable to make their own food?
Water snakes are not found in California?
The breast of the Robin Redbreast is not red?
Bees do not gather honey from flowers?
Young beetles are called "grubs"?
Young flies are called "maggots"?
Little flies do not grow into big flies?
There are only about 5,000 stars visible to the unaided eye?
"Wormy" apples do not contain worms?
Blue-belly lizards are not poisonous?
All cone-bearing trees are not evergreen?
Warts are not caused by touching toads?
Nearly all forest fires are caused by man?
The "Flying Squirrel" cannot fly?
"Darning Needles" are unable to darn?
"Horned Toads" are really lizards?
The "Potato Bug" is not a bug?
Squirrels do not crack nuts?
Dying snakes don't wiggle until sun down?
"Shooting Stars" are more properly called meteors?
The rattlesnake does not spit poison?
No snakes roll along as hoops?
Nearly all of hawks are useful?
Fishing leaders are not made from cat intestines?
Blackbirds are not really black?
The mole feeds largely upon insects and worms?
The Gila Monster is the only poisonous lizard in the United States?
All insects have six legs?
All swimming birds do not have webbed feet?
Fish differ from reptiles in having gills?
Plants get the energy for food-making from the sun?
All leaves that turn red are not dangerous?
The owl is not an unusually wise bird?
Comets and meteors are not the same?
The Starfish is not a fish?
Spiders are not insects?
Not all lizards have legs?
Poison-oak has blossoms?
Ferns do not have blossoms?
The goose is not a silly bird?
Polaris will not always be the North Star?
Any insect having wings is full grown?
You cannot tell the age of a rattlesnake by its rattle?
Snakes do not swallow their young to protect them?
Snakes are not slimy?
Drone bees cannot sting?
The twinkling of stars distinguishes them from planets?
No green snakes in the United States are venomous?
Snakes do not "coil" to strike?

The Appeal of Playground Nature Activities Program

After several seasons' intensive work with playground groups and directors, it is the considered opinion of the special director of nature activities that it is really no problem to interest children in outdoor recreation. They seem to have a natural interest which requires some encouragement and provision of opportunity by those in charge of the playground program. Furthermore, it is not necessary for the playground director to feel that he must be an expert in nature lore before he can attempt to conduct a nature activities program for his playground. With the help of the special director, the mimeographed bulletins and additional inexpensive publicatons and a real interest in observing nature, every playground may become the center for outdoor recreation.

"Nature can be fitted into a recreation program in a number of ways, enabling you to select the one or more methods best suited to your needs. Nature can be a regular part of the recreation schedule with definite hours set aside for it on a class basis. There may be children's museum classes, gardening groups, or general nature classes. The program may be planned in the form of clubs centering around hobby interests, such as general nature clubs, mineral clubs, pet clubs, star clubs, and the like. Or it may be one of the many activities of other groups or clubs. The handcraft group, for instance, may use designs from nature and investigate the source and treatment of the raw materials they use—the clay, wood or metal; and the drama club may put on a conservation play. Or the program may consist of a series of special events, such as celebration of Bird Day. On many playgrounds a week in the summer is set aside as Nature Week, and nature activities are stressed." From *Adventuring in Nature.*

U. S. Forest Service Photo

Recreation in the National Forests

By JOHN SIEKER
Assistant Chief
Division of Recreation and Lands
Forest Service

UNTIL RECENT years, the recreational enjoyment of the forest has been chiefly of an incidental nature. Today, however, forest recreation is no longer an unpremeditated matter. People do not, as a rule, live in the forest any more, and if they go there to enjoy themselves they are fully conscious of their purpose. Consequently they have come to realize that forest recreation has a definite value in their lives, that it is something for which they are willing to sacrifice time and money, and so they desire to plan for the preservation of its possibility.

The National forests number 161 and contain more than 175,000,000 acres, mainly in forest-covered, mountainous country. By reason of their geographical distribution in thirty-six of the forty-eight states, Alaska, and Puerto Rico, they are the most generally accessible large public areas adapted to outdoor recreation in the country. Picnicking, camping, fishing, hunting, hiking and motoring are recreational activities common to all forests. Swimming is offered on most, while boating and canoeing on the myriad forest lakes and streams, particularly in the Lake States area, are an enjoyable recreational opportunity. Winter sports recreationists find national forest snow trails one of America's most fascinating playgrounds.

"The use of forests for recreation probably dates from the time when some wandering savage, returning to his cave through the depths of the primeval forest, may have noticed a beam of sunlight shining on some darkened tree trunk, and felt, all at once, a moment of great joy."

Millions Visit the Forests

In round numbers, the best available statistics on the use of national forest lands for recreation during the year 1938 indicate there were approximately 14,500,000 actual users, and something like 18,000,000 driving over roads through the national forests primarily to enjoy the scenery, or a total of nearly 33,000,000 who actually enjoyed the recreational and scenic resources of the vast expanse of land in national forests. These figures are valuable not as giving a precise measure, but for the general impression which they convey of the enormous popu-

larity which recreational use of national forests has already attained. There is, of course, a great deal of duplication in these records. Some people visited several different forests; some visited the same area on a number of occasions. It is therefore impossible to state how many different persons made recreational use of the national forests during the year, but it is known that many millions did so.

On every one of the national forests the U. S. Forest Service has developed public camp and picnic grounds which are provided with simple conveniences and necessities for the use of campers and picnickers. These camp and picnic grounds are open to the public during the season of use without charge, except that at some of the larger areas where there are heavy concentrations of people a nominal charge is made for special services such as cut firewood, hot showers, and use of bathhouse. Even on these areas where special services are charged for, use of the area is free to persons who do not desire the special services.

The national forests are rich in scenic beauty. They have the double attractiveness of a country that is largely forested, yet is easily accessible because of thousands of miles of good roads and trails. They are the home of game and fish, the refuge and breeding grounds of much of the wildlife that remains. Their wide distribution and extent, and their proximity to thousands of communities make them natural centers of recreation. Within their boundaries, travelers by automobile, on horseback, or on foot, campers, hunters, and fishermen, amateur photographers, hikers, naturalists—in fact, all who wish to come—have equal opportunity. Care with fire and cleanliness in camp are all that are necessary to make the recreationist welcome.

The great majority of people who today visit the national forests do so by automobile. While a large proportion of these visitors do not penetrate into the forest, many of them are very much concerned with the part which they can see from the highway. If this attractiveness were destroyed or seriously damaged, their enjoyment of touring would be immeasurably impaired. Consequently, it follows that for these people it is of great importance to preserve from serious scenic damage the timber strips along the more important roads. Although for many people the automobile tour in itself supplies every want, increasing numbers of people desire more intimate contact with the woods.

Camp and Picnic Grounds

Because of the extreme range of the national forests, it is impossible to describe the facilities or the types of recreation offered in any but a very general way. Some of the forest recreation areas are open the year round while others are usable for only a few months in the middle of the summer because of their high altitude. Some are within view of magnificent mountain scenery, at the base of snow-capped peaks, while others are sheltered in the wooded hills. Some recreation areas are reached only by traveling over mountain roads, and others are in close proximity to transcontinental highways. Camps are found in the dense spruce and pine forests of the Great Lakes region, and also in the heart of the Arizona desert amid interesting cacti where water is obtainable only at a few places. You can camp on the national forest with the surf pounding at your feet, or at ten thousand feet elevation where the alpine flowers make the best of the short season and isolated snowbanks do not entirely disappear until in August, only to start piling up again in October. One can find national forest camps that receive 100,000 visits a year, or some that are used by hardly more than a few solitude-loving campers. Since the areas are generally at higher elevation than the surrounding country, and are almost invariably under forest trees, they offer climatic relief to the visitors from the lower surrounding country.

All forest camp and picnic grounds are located in surroundings which will best serve the desires of the people who will use them. Shade, scenery, and a forest environment are the principal values sought, but fishing, boating, hiking, and swimming facilities are also very carefully considered and are available at many areas. Naturally, the location of other nearby camps also influences the choice, since it is desirable to give variety of surroundings and interest so that all kinds of people will be able to find wholesome recreational enjoyment. Forest camp and picnic grounds usually provide tables, fireplaces, safe drinking water, and sanitary facilities, and frequently the larger areas have community shelters. Some picnic areas have children's playgrounds.

The camp and picnic sites are so arranged that individual parties may have relative privacy, but if a group comes there are sites large enough to accommodate them. In general, the sites for individual parties are over a hundred feet apart and whenever possible are screened from each other

by tree growth. The general atmosphere is restful and definitely of forest character. The improvements are all simple and appropriate to the forest, harmonizing as much as possible with the natural setting.

Wilderness Areas

Besides camp and picnic grounds, the national forests offer other forms of recreation. On many forests wild, scenic back country has been set aside as wilderness areas in which the works of man are kept at a minimum. Roads and man-made improvements are prohibited, and these areas are accessible only by horseback or afoot. Here the lover of the primitive can lose himself in the almost complete absence of artificial influences and can feel somewhat the emotions of the pioneer who blazed the first trails through the forest.

In addition to these individual recreational opportunities offered by camp and picnic grounds and other recreation areas on all national forests, there are interesting group trips and hikes planned on many forests by local resorts, dude ranches and hiking clubs. The American Forestry Association sponsors several trail rider trips each summer into national forest wilderness areas, each group consisting of from twenty-five to thirty persons.

Scenic Trails

The national forests offer thousands of miles of scenic trails for hikes all over the country. There are also two famous trail systems which have become established through the cooperation of hiking clubs. The Appalachian Trail System stretches from Maine to Georgia, on both government and private land. This system is signed by local chapters of the Appalachian Trail Conference who also contribute to the maintenance of the trail where it passes through private land. It is used extensively by local groups for day and over-night trips. On the Pacific Coast, the Pacific Crest Trailway extends from the Canadian border to Mexico. This system is continuous through Washington and Oregon where it is known as the Cascade Crest Trail and the Oregon Skyline Trail, but there are some incomplete sections in California. Local hiking enthusiasts use this trail system extensively for long and short trips. More detailed information about these trails can be obtained from the Regional Foresters in Washington, D. C., and Atlanta, Georgia, for the Appalachian Trail System, and the Regional Foresters at Portland, Oregon, and San Francisco, California, for the Pacific Crest Trailway.

Winter Sports Areas

In recent years the Forest Service has improved many winter sports areas where snow conditions are satisfactory for skiing, snowshoeing, tobogganing, and kindred sports. The areas have abundant trails, suited to the beginner as well as the expert. These areas generally have shelters and often ski lifts to carry the skier to the top. Except for a small charge for the use of the ski lift the areas are free, and for those who prefer to walk up the slopes there is no charge. Cross country skiing on the forest is becoming more and more popular each year for those who love to get out into the forest. Many types of forest scenery are even grander in winter than in summer.

Organization Camps

For those who must get their recreation at very low cost and sometimes with financial assistance, the Forest Service recognizes a definite need for special outdoor recreation facilities. To meet this

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One of the attractive trailside shelters in the Apache National Forest in Arizona

U. S. Forest Service Photo

Schools of the Out of Doors

There are about sixteen nature training schools in this country—"field laboratories" where teachers and others are learning methods of teaching nature subjects to the uninitiated

By HOMER A. JACK
Science Education Department
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TO LOUIS AGASSIZ goes credit for establishing the first nature training school—and indeed the first organized summer school—in all of the western hemisphere. That was in the summer 1873, on Penikese Island, off the Massachusetts coast. Agassiz's school was designed "for teachers who propose to introduce the Study (Natural History) into their Schools, and for Students preparing to become Teachers." To this Anderson School of Natural History were attracted forty-four students, all but four of whom were teachers in public schools or colleges. Although the school lasted only two summers, its aim "to show how teaching in natural history should be conducted by competent teachers" was fulfilled.

Agassiz's students continued this work of their master in two directions. One group evolved field laboratories primarily devoted to the advancement of biological research and the teaching of advanced teachers in the various biological sciences. These institutions are the so-called biological field stations, of which there are more than fifty in North America today. Some of these stations offer courses in the field sciences, but training public school teachers is not their chief purpose.[1]

The second type of field laboratory which was inspired by Agassiz is the nature training school. This is an institution whose purpose more closely resembles that of Agassiz's school; it is to give teachers a background in the field sciences and—equally important—to show them methods of teaching these subjects to the uninitiated. While there are only a third as many nature schools as field stations in this country, they are found from Maine to Southern California, from sea level to high altitudes of the Rocky Mountains.

The organization of these nature training schools is not complex. They are sponsored usually by non-profit nature associations, teacher training institutions, or similar groups. Most of these schools own or have the use of some sort of adult camp in a locality with several distinct natural environments readily available for study. Laboratory and living facilities are often provided for as many as fifty students at these camps. A few of the schools do not provide living facilities for the students, board and lodging being obtained at hotels or boarding houses near the schools or connected with them. One of the schools is itinerant, with the students and faculty traveling by automobile and living in sleeping bags under the stars — and clouds. Ses-

A class in the study of Botany at the Allegany School of Natural History goes afield

Courtesy "Hobbies," Buffalo Museum of Science

[1] For further information on the biological field stations of the United States, including a list of courses given by them, the reader is referred to an article by the author in the March 1940 issue of *The American Biology Teacher.*

sions of the schools are mostly held in the summer months. They vary from one week to six, some beginning in the middle of June and others in late August. The cost—including board, lodging, tuition and transportation for field trips—averages somewhat less than $19.00 a week. This is a moderate sum, considering one is combining vocation with vacation, education with recreation.

The program at these nature schools consists of varying mixtures of field trips, lectures, demonstrations, and conferences. There are seldom formal classes and the instruction is usually adapted to the needs of the individual public school teacher, camp counselor, or recreation specialist. Recognized scientists such as Oliver P. Medsger, A. A. Saunders, Gayle Pickwell, and others are employed by these institutions to give students the adequate scientific background which is generally recognized as prerequisite to successful nature instruction. When the training session is of short duration, the student is shown where to find aids in interpreting the facts about the various natural history groups in his teaching environment, rather than being taught the facts themselves. Outstanding nature leaders such as William G. Vinal, William P. Alexander, Farida A. Wiley, and others are also in residence at these schools to engender in the student—often by contagious enthusiasm—the elusive technique of successful teaching. Students are shown the psychology of leading field trips and the hard work necessary to make them a success. Hints are given for the care of native animals and plants in the nature corner or small museum—and for the care of the very interested youngster in the midst of these exciting new things.

Mr. Jack has performed an exceedingly valuable service in compiling this list of nature training schools. With the name of each is given its location, the number and length of its sessions, the approximate time of the year the first session begins, the kind of instruction offered, the cost of attending a session, including tuition, board and lodging, and finally the name and address of the director. Anyone interested in a particular school may obtain additional information and, in some instances, an attractive announcement by communicating with the director of the school.

An annotated list of the nature training schools in the United States follows. Persons wishing to attend any of these institutions are urged to make arrangements with the directors well in advance, for several of the schools have waiting lists for some of their sessions.

The Eastern Nature Schools

Allegany School of Natural History. Allegany State Park, Quaker Bridge, New York. Six-week session, beginning about the first week of July. Courses offered in field methods in nature study, wildlife conservation, natural history of birds, field botany, and field zoology. Total cost: $150. Prof. Robert B. Gordon, State Teachers College, West Chester, Pennsylvania.

Pennsylvania State College Nature Camp. Stone Valley, Huntingdon County, Pennsylvania. Two three-week sessions, the first beginning about the last week of June. Courses offered in nature education for elementary school teachers and for high school teachers. Total cost: $75. Prof. George R. Green, Pennsylvania State College, State College, Pennsylvania.

Nature Guide School. Pine Tree Camp, Plymouth, Massachusetts. Two-week pre-camp session, beginning about the third week of June, and six-week regular session, beginning about the first week of July. Courses, given in a four-year rotating plan, offered in scouting methods, camp leadership methods, gardening, and in the various taxonomical and ecological groups. Total cost: $69 (for the six-week session). Prof. William G. Vinal, Massachusetts State College, Amherst, Massachusetts.

Audubon Nature Camp. Muscongus Bay, Damariscotta, Maine. Five two-week sessions, beginning about the middle of June. Courses offered in nature activities and in the general fields of ornithology, botany, entomology, and marine and fresh water life. Total cost: $51. Carl W. Buchheister, National Association of Audubon Societies, 1006 Fifth Avenue, New York City.

New Hampshire Nature Camp. Lost River Reservation, North Woodstock, New Hampshire. Two two-week sessions, the first beginning about the third week of June. Course offered in nature study, being a combination of science education, geology, botany, ornithology, and zoology. Total cost: $50. Dr. Jarvis B. Hadley, Tufts College, Medford, Massachusetts.

Science of the Out of Doors. Lakeville, Connecticut. Four-week session (although a minimum of two week's work may be taken), beginning about the second week of June. Course offered in outdoor science. Total cost: $121 (for the four-

A class studying rock formations at the West Coast School of Nature Study

week session). Prof. F. L. Fitzpatrick, Teachers College, Columbia University, New York City.

Merricon Biological Laboratory. Nelson, New Hampshire. A two-week nature training course, beginning any time between the middle of June and the middle of September. Total cost: $30. Prof. Parke H. Struthers, Syracuse University, Syracuse, New York.

The Central Nature Schools

American Institute of Nature Study. McGregor, Iowa. Two-week session, beginning about the first of August. Course offered in nature study and conservation. Tuition: $5.00. Glenn W. McMichael, McGregor, Iowa.

Geneva Lake Summer School of Natural Science. Williams Bay, Wisconsin. The school will be reorganized in 1940, but in 1939 there was a six-week session in natural science, beginning about the last week of June. Tuition: $25. Mr. O. D. Frank, University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois.

Nature Leaders Training School. Oglebay Park, Wheeling, West Virginia and in the West Virginia mountains. Two two-week sessions, the first beginning about the second week of June. Courses offered in birds, reptiles and amphibians, freshwater life, mammalogy, insect life, plants, geology, and astronomy. Total cost: $29. A. B. Brooks, Oglebay Institute, Oglebay Park, Wheeling, West Virginia.

Lost Lake Conservation Camp. Long Lake, Wisconsin. Six-week session, beginning about the third week of June. Courses offered in conservation, field zoology, general botany, systematic botany, and geology. Total cost: $85. J. D. Hill, State Teachers College, Superior, Wisconsin.

"That is the charm of teaching from Nature herself. No one can warp her to suit his own views." — *Louis Agassiz.*

The Western Nature Schools

Yosemite School of Field Natural History. Yosemite National Park, California. Seven-week session, beginning the last full week of June. Special emphasis is given to methods of interpreting living nature in the fields of botany, forestry, entomology, ornithology, mammalogy, and geology. Total cost: $90. C. A. Harwell, Yosemite National Park, California.

West Coast School of Nature Study. At various localities in California, with headquarters in San Jose. Four one-week sessions, several during the summer months and often one during

(Continued on page 55)

State Parks—Centers for Nature Recreation

By GARRETT G. EPPLEY

Mr. Eppley has served since 1936 as recreational planner with Region 2 of the National Park Service with headquarters at Omaha, Nebraska. During the current semester he is enrolled for graduate work at New York University. His previous experience was in Indiana where he served as city Recreation Director both at Evansville and East Chicago, and as E.R.A. Recreation Director for the state. He has been devoting the major portion of his time to the initiating of leadership programs in state parks.

OVER THE greater portion of the area of the United States the icy winds and the thawing frozen mud of winter are ushered out with the advent of April. It is in this month that the masses of our people turn their paths from the cities and towns into the open country to be re-created where "Nature speaks in symbols and in signs."

Weeks before the first nodding Dogtooth Violet and swaying Dutchman's Breeches can be found along the wooded trail, some 6,000 nature recreationists have traveled to northern Indiana's Dunes State Park to find the hidden treasures within its walls. These nature-lover park visitors—the hiker, photographer, artist and naturalist — weather their wintry, chilly arrival and then hasten to the secluded shelter belt whose valleys are protected from the chill lake winds by the 200 feet rise of the great dunes. The warmth of the February and March sun's rays, retained within these valley depressions, make it a climate apart from the winter on the outskirts of the dunes. It is in these tucked-away havens that one may come upon acres of wild flowers, myriads of birds and great numbers of wild animals — all who found this shelter centuries ago.

Through snow, rain, cloudy weather or sunshine, the quiet secluded valleys of the dunes shelter nature and nature recreationists. There the nature-lovers find their recreation a quiet lot, each in sympathy with the other's interest and all in harmony with the environment.*

Most of us, who may not have an opportunity to make visits to some of the unusual pre-spring havens of natural history, will find supreme delight in an April or May visit to some of the numerous state parks of our United States. Whether the distance of

* Outdoor Indiana, February 1939.

Cars are left behind as they start on a nature tour in Lake Ahquabi State Park, Iowa

travel to the park be great or small, by car, bicycle or by foot, it is the following of some wood path, after one's arrival in the park, that will make the visit render full returns. It is the first sight of the wood flowers, pushing their fragile dainty petals into view from beneath the rotting leaves, or the finding of a Jack-in-the-Pulpit and the rare Moccasin flower that gives us a taste of the choice morsels of nature magic.

Within the different climates of our states, each state park holds its enchanting fascination of spring, yet there seems to be a common joyful experience in viewing the arrival of a spring that is intensely animated with the blossoming of the Flowering Dogwood and the rich Redbud, to hike along that pathless wood trail that quietly pauses before a wood marsh and find there vast beds of snow-white Trillium interspersed with the pink-like petals of the older blossoms; to watch and listen to those lovable, noisy, glossy black, Red-winged Blackbirds whose business of beginning their new homes keeps them flying about among the willows so that one can enjoy the beauty of those gaudy shoulders so proudly adorned with the daring red patches bordered with yellow; to turn away from the wood marsh and follow the winding ascent into the upland wood, hearing choruses of the shrill, clear whistle, "What-Cheer, What-Cheer," and its saucy harsh contrast, "Jay-Jay." To go on and on until the day is done, welcoming the return of old familiar wood friends and experiencing the great joy of making new ones.

"From day to day, through each season of the year, nature speaks in tones of varied beauty; but it is in April and May, as she travels across state parks, that she leaves in her pathway a medley of soft and stirring greens with earthened galaxies painted by her brush of many colors."

School Children and State Parks

It is during these few choice weeks that great numbers of school buses filled with children from urban and rural consolidated schools will be going to the state parks for their spring picnics. Those children belonging to nature clubs, and those to whom museums are available will feel at home in a state park. Others, who have become acquainted with nature in general and with the state park to be visited in particular through the aid of color slides and films, will require only a short time to orient themselves in the area to be visited. In planning a trip to a state park, a wise school principal will attempt to secure literature, slides, and films from state park authorities or the extension department of the state university. He will investigate the possibility of available naturalist service from the park department or from the community in which the park is located, and, if none can be secured, he will designate some of the faculty members to assist the children on the trip by interpreting nature and by stimulating their exploratory interests.

On the way to the park, the children, under proper guidance, will notice the many points of interest. At the park they will divide into groups, and each group, accompanied by a park naturalist or teacher, will begin its explorations. Some will seek the meandering rock-strewn creek; others will follow the trail that leads through the wood. In answering the numerous questions that will be asked, the naturalist will direct them to further explorations. During the day many varieties of native wild flowers and trees, some of which they have never seen, will be discovered and admired. Attracted by their songs and brilliant colorings, the children will approach the birds with cautious steps. Toads, snakes and bugs will probably hasten for cover, but the frisky squirrel, jumping from limb to limb and from tree to tree, will cause exclamations of delight. The picnic lunch, happily interrupted by songs and a few games, can serve as the intermission of the day. Just after the lunch intermission is an appropriate time for the trailside museum to be viewed. There the children will be delighted to discover that they can find, and identify specimens which were seen along the trails; or they may discover some specimens like the ones seen from their school slides and films.

There will probably be time for another short hike after the museum visit but, the hour for going home always comes too soon for most of the youngsters. Happy, though tired, each child will look forward to another school trip in the fall when he can enjoy the fall colorings and brisk hikes over the trails. In riding home some of the children will concoct good reasons why their fathers and mothers should take them to the park again soon, and if this can be done occasionally parents and children soon learn that such trips are wholesome family recreation.

Adventures with Nature

One state park visit, to be long remembered, was made last April to the Wilderness State Park

situated along northern Lake Michigan about twelve miles from Mackinaw City. A training conference for park naturalists, sponsored by the Recreation Division of the WPA and the State Conservation Department, was being held there.

Before going to the conference, Mr. Kingscott, state park director, informed me that deer roamed the park, and that at about dusk, some of them often crossed the road in going down to the lake for water. I kept my eyes tensely focused for any moving object or sound, as I drove into the park on the first evening, but I did not see a deer. This did not greatly disturb me, for in my effort to spot a deer by sound or movement I could see the great full moon peeking through the trees as I drove slowly, weaving in and out of the thick wood and open spaces within the park area; and then, coming into a greater open space, I could see the lake and the silvery reflection of the moon on the water. The ethereal, majestic atmosphere of the night so delighted me that I followed the same course the next evening and was rewarded with the glimpse of two deer on their return from the water's edge. Their evening's trek to the water's edge evidently was for the purpose of getting a drink, but it was past dusk, and I wondered if their lateness in returning into the wood may not have been due to a desire on their part to linger longer and enjoy the beauty of the water as the sky overhead cast its last mixed rays of the daylight into that great moonlight of the night. To glimpse the graceful fleeting leap of the deer, in that environment, was as the final intricate touch of the artist's brush to a masterpiece.

The park naturalist tells the story of the historic village in Spring Mill State Park, Indiana

Young Naturalists

Two young acquaintances, Junior Lacey and Ted Michaud, would have enjoyed the visit to Wilderness State Park. Junior, son of the National Park Service administrator for Michigan, would rather be in a natural area than any other place. When he goes to a state park he jumps out of the car and runs for the wood like a rabbit running for cover. Almost forgetting to eat, so interested is he in his adventures, that he returns to the car only when he hears the shrill "Come home" whistle from his dad. Ted, young son of Howard Michaud, chief naturalist in Indiana, spends his summers at McCormick's Creek State Park in that state. Each summer Ted and his mother select some nature project for exploration. Last summer, in addition to his project, he and a friend built a small dam and constructed a water wheel, announcing to their park friends that one penny would be charged from each person that came to see the invention!

The State Park Movement

There are 819 state parks in our United States. They vary in size from a few acres to over 30,000. Each area has at least one unusual or oustanding feature. The areas are usually rugged in topography, superb in scenery, and possess distinctive scientific or historical interests. In a life of strain and artificiality they serve as mediums for achieving stability and peace of mind. They offer opportunities for relaxation, enjoyment of beauty, invigorating and exhilarating exercise, scientific research and various other means of expression. In a state park one can actually plant one's feet in the soft earth. In a city one may look about and proudly say, "Look what man hath wrought; he has conquered the elements." But when in a natural area one cannot help but realize that man's genius is small compared to that of the great Creator. One's wish then is that man had planned more wisely.

The state park movement is relatively new, and its leadership program has made only a beginning; however, the beginning has proved successful. Nature guide service has been initiated; trailside museums have been constructed and nature exhibits installed; illustrated lectures have been given to groups, both within and outside the park areas; campfire sessions, community sings, and nature clubs have been organized. Nature columns have been written for the newspapers and radio scripts have been prepared for broadcasts. Community relationships have been established and extensive cooperation has been secured. The parks are becoming the centers for those interested in nature recreation.

Group and family camping have become an important phase of the state and Federal park programs. The person who is exposed to a natural environment, for a week or two at a time, has opportunities for developing interests and an aptitude for nature recreation that he might not have had otherwise.

Leadership Programs in Central and Middle West

Although successful program demonstrations have been initiated in state parks located in the three other regions of the National Park Service, I shall discuss only those with which I have had definite contact—those located in Region 2.

"Pausing in my studies this peaceful afternoon, I chance to think of the thousands needing rest—the weary in soul and limb in town and plain, dying for want of what these grand old woods can give."—*John Muir* in 1876.

Considerable interest is developing in the winter use of state parks, and although the interest is largely in winter sports there are large numbers of people who believe that nature, at this season of the year, has something definite to offer them.

At Ludington State Park, Michigan, last winter, I was informed that a nature tour had been planned for the following Sunday. The local recreation director stated that he planned to take advantage of the popularity of winter sports at that park by staging a big nature tour. He announced that coffee would be served at the various stations along the route. Later, I was informed that many people took the tour, saw the interesting features of the park, and, as was expected, made good use of the hot coffee.

Under the direction of Charles De Turk, the Indiana parks are used during the entire year. At McCormick's Creek State Park, the Evansville Munihikers, sponsored by the City Recreation Department come each New Year's Day to hold their annual meeting, hike over the trails and visit the trailside museum.

The Indiana naturalist program has been in operation for a number of years and has stimulated an intensive interest in the parks. Early morning bird hikes terminating with a breakfast at an open fireplace, illustrated lectures in the park inns, trailside museums, historical tours at the restored quaint village at Spring Mill State Park and the regular nature hikes during the day are proving popular with thousands of people each year.*

In Illinois the State Park Division employs two park naturalists on a year-round basis. The Reverend George Link, state naturalist, is stationed at Pere Marquette State Park, and Dr. Donald T. Ries is stationed at Starved Rock State Park. Both parks are along the Illinois river. Starved Rock is located about one hundred miles from Chicago and draws many thousands of people from that metropolitan region on a single day. Pere Marquette is located at the junction of the Illinois and Mississippi rivers north of St. Louis. On a clear day one can see the great Missouri, Mississippi and Illinois rivers from an observation point in the park.

Naturalist Link has organized nature clubs in towns near the state park. These clubs hold regular weekly meetings

* 1939 Report of Nature Program, Indiana Conservation Department.

in the park trailside museum. Illustrated lectures presented by Dr. Ries on Saturday evenings at the Starved Rock Lodge have proved popular at that park. Both naturalists make many contacts outside the park areas, consequently, many of the organizations in the state are becoming nature conscious. Hundreds of newspaper articles are published about the program. The State Department of Education has cooperated through the publication of a pamphlet entitled "Getting at Nature."

Each year state park officials meet in conference. The twentieth National Conference on State Parks will be held May 13-16, 1940, in Illinois and Indiana. Starting at Starved Rock State Park, the delegates will visit the historic New Salem State Park in Illinois, then travel to Turkey Run State Park in Indiana, ending their journey at the restored village in Indiana's Spring Mill State Park.

The entire Ozark Region is a park, and it is doubtful if one can find a more beautiful countryside during the month of October. The 1300 mile indented shore line of the Lake of the Ozarks, richly colored rugged forested lands over the entire region, the many powerful springs and smaller waterfalls, present a panorama of symphonic beauty.

Although the Missouri State Park system is young, Mr. I. T. Bode, State Conservation Director, and E. A. Mayes, in charge of parks, have initiated an excellent nature recreation program. Park naturalists employed during the summer months on a half-time basis devote the remainder of their time to research work for which Missouri University grants graduate credit. Pre-service training conference for park naturalists are held at Missouri University. Dr. Rudolf Bennit, Chief of the Wildlife Survey at the University, has secured the cooperation of the various departments for the training conference and for the field program. The Recreation Division of WPA, under the direction of Corloss Jones and the State Department of Education, have manifested considerable interest in this phase of recreation and education. A feature of the program planned by Uncas McGuire, chief naturalist, has been the community nature tours held in each of the various parks to which naturalists have been assigned. These tours are sponsored by local organizations or committees and draw special lecturers from colleges and universities, the U. S. Forest Service, State Geological Survey, State Conservation Department and Park Board, Missouri Botanical Gardens, and local authorities. Each naturalist regards himself as a community leader in nature recreation and makes many contacts outside the park area. Organizations such as the Missouri Walk Way Club, organized by Al Wyman of the St. Louis Parks and Playground Commission, are including state parks in their weekly hiking schedule.*

Seventy-seven state parks scattered throughout the state of Iowa have made both rural and urban populations park conscious. There the leadership program is similar to that in Missouri. A state advisory committee headed by Paul C. Taff, assistant director of Extension Service, Iowa State College, has been rendering invaluable assistance to the program. The naturalist program has had the cooperation of the various educational, recreation, youth and conservation leaders of the state. Federal, state and local agencies have participated quite freely in all phases of the program. Over 11,000 copies of "Nature Notes," prepared by the park naturalists, were published by the Extension Service and distributed to nature enthusiasts who visited the state parks. City Recreation Directors Ferdinand Bahr, of Sioux City, and Nevin Nichols, of Cedar Rapids, assisted the naturalists of state parks near those cities. The Recreation Division of the WPA, under the direction of Elston Wagner, has provided a portion of the leadership personnel, nature publications, and material for self-guiding nature trails. Mr. Victor Flickinger, Chief of Lands and Waters, and M. L. Hutton, State Director of the Conservation Department, have been pleased with the favorable newspaper publicity, the participation of the public, and the interest manifested by the park custodians in response to the program. The pre-service training conference under the direction of Dr. George Hendrickson of Iowa State College has done much to imbue in the naturalists a feeling that they are engaged in a movement of importance.**

In Wisconsin and Michigan the Recreation Divisions of the WPA directed by Fred Rhea and Miss Ann Becker, respectively, have promoted extensive programs. Programs have also been introduced in the state parks of Nebraska and Minnesota by the WPA Recreation Directors of those states. In these states park authorities have

(Continued on page 58)

* 1939 Report of Park Leadership Program, Missouri Park Board.
** 1939 Report of Park Leadership Program. Iowa Conservation Department.

What They Say About Recreation

"IT IS A KNOWN fact that the greatest values in life are found in those things which are the free gifts of nature. The most valuable recreational activities of mankind are those which require no extensive preparation and which are most simple and natural, those which are inherent in the nature of human kind. . . . We take for granted opportunities for recreation which abound about us; and, taking them for granted, we fail to notice invidious forces and events which tend to deny them to us. The beaches would afford, if preserved and protected, the means of life-giving recreation for millions of our people and for all posterity."—*George Hjelte.*

"The world is not less beautiful if bits of it become intelligible; a tract of country is not less romantic if we carry a map; the sky is not less blue if we know that the blueness is due to the scattering of light particles or molecules far up; there is no less pleasure in achievement if we use good tools than if we use bad ones."—*A. V. Hill.*

"The national park program is a broadly educational venture. It is an attempt to preserve, make accessible, and present to the millions of people who annually visit the parks and monuments a living story of the world about them. When people refresh themselves in great natural areas and at historic shrines, natural history and human history are rescued from the laboratory and the archives to become vital elements in the welding of the nation." — From *What Are National Parks?*

"In the last half century we herded 50,000,000 more human beings into towns and cities where the whole setting is new to the race. Space in which to play, contact with nature, and natural processes—of these the thoughtless city cheats its children."—*Herbert Hoover.*

"Not many of us have the opportunity of knowing the joys of long, happy days spent in the solitude of a woodland such as that inhabited by Thoreau; but to everyone the world out of doors beckons a friendly hand. There is greater joy in living for all of us who heed it."—*Ruth Lohmann,* New Jersey State College of Agriculture.

"The lure of the land is many-sided; I have yet to find any pursuit here that is not thick with unexplored paths and untried adventures, and if I were to outlive Methuseleh I believe that would still be true."—*Gove Hambidge* in *Enchanted Acre.*

"The park, as it has evolved through history, has had several functions—a hunting ground, a luxury of the rich, a common meeting ground for the public, a sanctuary, a play area, and a retreat from something oppressing. Today all these uses may be important, but there is a new conception of the value of parks. One thinks of a park as an eternal spring, giving forth intangible values which constantly enrich and ennoble the corporate life of any people. Parks inspire a love of country."—*Raymond Morrison* in *Parks and American Culture.*

"Fortunate is the child who has been from early days conscious of this busy world so unceasingly astir about us. He has a wealth of memories to carry with him through life."—*Margaret Kennedy* in *Birds in the Garden.*

"Those who love the park areas like to think that the millions of their fellow citizens who come for recreation to the national parks may sense the the ideals of the parks and go back refreshed to their work and life at home."

"The national forests include 175,843,405 acres of public land. On the basis of a total population of 130 millions, each citizen's share is little larger than a football gridiron. But the national forests belong to all the people, and the Forest Service is charged with the responsibility of administering all its resources and uses in such ways as will increase the wealth and happiness of the greatest number in the long run. One use of this vast estate is for human recreation. Millions of people come to it each year for an hour or a day or a series of days of rest, of relaxation, of inspiration, of seclusion, or of sport."—From *Report of the Chief of the Forest Service,* 1939.

"We are learning to use the native beauty of America in such manner that it shall not be destroyed but shall contribute to our national life." —From *What Are National Parks?*

Nature for the City Child

By MRS. LLOYD GARRISON, 3rd

THE NATURAL history docent had just opened a drawer under one of the habitat cases in the new animal room at the Brooklyn Children's Museum. She picked up a fragment of organ-pipe coral and turned it over in her hand. It was a lovely thing and the care with which it had been handled by the children for more than six months was proof that they too thought it beautiful. The drawers, which were filled with objects meant for handling, had been an experiment, and the docent was feeling happy about it. Things were a little worn, perhaps, but nothing had been broken in spite of the thousand children who came to the Museum each day.

At that moment, twelve-year-old Margaret skipped through the door and slipped her arm through that of the docent. "I don't think the children take very good care of the exhibits," she said with an air of proprietorship. "Isn't there something we can do about it?"

No "Do Not Touch" Signs!

Margaret is only one of hundreds of children who sincerely feel that the Museum belongs to them. They take an interest in all the Museum's problems, both physical and educational. They handle the objects gently and are distressed when anything is damaged. They are concerned about the lack of space and need for new equipment, and often they come into the office to discuss these important questions or to make suggestions for improvement. The Museum feels that this sense of personal responsibility for the Museum is more important in the preservation of the collections than a thousand guards.

The atmosphere of the Children's Museum was set long ago by Miss Anna Billings Gallup, the Museum's second Curator. A child might wander into the bird room and stick his nose against the glass of the case, hoping for a better view. Often he would be interrupted by a pleasant person who would say, "Wouldn't you like to handle that bluejay?" This was unbelievable to the city child who had been brought up never to touch! Sometimes he saw live birds in the park, but, of course, he didn't know much about them and had never touched one. Then this person, who talked in terms of a magic world, would take a key from her pocket and would open the great case. She would reach in and take out the mounted bluejay and put it into the hand of the amazed and delighted child. He would walk over to the window to see the iridescent colors of the wings. She would tell him about the life of this beautiful bird, what he liked to eat, how he got his food, the color of the eggs which appeared in the nest in the spring, and even what the nest would look like. Often this experience would be the child's first intimate introduction to the natural world. He would become eager for more knowledge and hungry for discovery. It would not be long before the Children's Museum was his hunting ground, his second home, the romance in his young life.

In 1899, when Professor William Henry Goodyear, Curator of Fine Arts at the Brooklyn Museum, first conceived of a "children's museum," his chief concern was for the teacher of the biological sciences. He had seen in Europe some amazing visual materials, charts and models which demonstrated the structure of flowers and insects and animals, and which came apart to show the interiors as well. Impressed by the excellence of this material, he persuaded President Franklin W. Hooper to set up a "children's museum" and to purchase a collection of these visual aids from Emile Deyrolle in Paris. The museum was housed in an old mansion in what was then Bedford Park. It had previously been used for the storage of collections which were awaiting installation in the great new adult museum on Eastern Parkway. Some people suggested that perhaps the objects which were not quite fine enough for the new museum could be used as a nucleus for the Children's Museum. Quite naturally, the citizens of Brooklyn were incensed at

"Children's museums have played a significant part in American education for almost half a century. The place they take in the future will be determined largely by their ability to study and analyze themselves and to recognize their own function in relation to other educational institutions. There is no question about their influence upon their young public. What form that influence takes, however, is a consideration which should lie close to the heart of every parent and every educator."

One of the exhibits in the newly installed Animal Room in the Museum. The cases are designed with drawers underneath containing material for the children to handle.

the suggestion and said quite flatly that what was not good enough for adults was far less suitable for their children. The Brooklyn Children's Museum was to have only the best. If children were to be taught natural history, their teachers must have the finest materials with which to work.

The Children's Museum was indeed a great help to the teachers of Brooklyn and to the entire metropolitan area. They could come with their classes and present subjects which would require many hours of explanation in the classroom. Visual education was being introduced to the schools of the community, and it was a success. Then something else began to happen. Children in the neighborhood would wander in by themselves after school or on Saturdays. They looked and looked and looked. Then they began to ask questions. They asked so many questions that the docents had all they could do to provide the answers. This young public which exceeded in enthusiasm anything known to the adult museum world soon took all the spare time of the Museum staff. Today the Children's Museum feels that its soundest educational work is done after the school hours. There is no problem of discipline for there is no compulsion to come. There has never been more than one rule and that is the simple request to wash your hands if you want to handle anything. The children rarely ever have to be reminded, but head for the wash basin and the soap as soon as they enter the Museum.

From the beginning the emphasis was placed on natural history subjects, although in recent years the social sciences have become increasingly important. There are exhibition rooms for birds, animals, insects, and minerals. In the basement of the Brower Park Building is a mineralogical laboratory where scientific work of the most serious type is carried on. A special science workshop is located on the top floor of the St. Marks Avenue Building, which was added to the Museum in 1938. It is a haven for children scientifically inclined, for they can experiment to their heart's content in almost any scientific field. There is a special room for the study of microscopy, equipped with a dozen microscopes and a microprojector which enables a whole group to view an enlargement of a microscopic slide on an ordinary motion picture screen. A small library containing about 15,000 volumes on related subjects provides further resources for the young scientists, and free motion pictures are shown each afternoon in the lecture hall. There are a few live exhibits, including snakes, rats, mice, two gila monsters, doves, a flying squirrel, a baby alligator, a turtle, and some fish. The science curator has always felt that a knowledge and understanding of animals is important to the young boy and girl because it helps in the interpretation of their own biological problems. They learn to care for living creatures and perhaps become a little more considerate in their human relations.

Activities related to the exhibits are carried on in almost all of the exhibition rooms all the time. These are designed for the child who wanders in by himself and wants something to do. There is never any coercion applied to entice him to participate. If a boy wants to sit on the floor and look at a duck-billed platypus for an hour, no one will discourage him. If, however, he reaches a point in his speculation when he wants to know more about this queer animal, the Museum docent must be ready to guide him further in his self-discovered interest. Sometimes she will suggest a special course of study, or will send him to another exhibition room or to the library for the information. Gradually he will come to know the resources of the Museum and will find his own answers. In most cases the educational activities are free from the competition which every child finds in school. It has never seemed quite fair for the Museum to set up the same obstacles which

the child meets in the outside world. It is felt rather that he should find a haven of security in the Children's Museum and that he should be allowed to carry out his own ideas in his own way.

Museum Clubs

The social value of group activities has been recognized, of course, and these take the form of Museum clubs. The docent or curator, however, does not decide to have a club and then urge the children to join. A club is formed when a group of children interested in the same things come into the office and ask for it. In each case, the children write their own constitution (if they feel one is necessary), make their own rules, plan their own programs, give their own lectures. The rules differ in the different clubs, but no club will allow an adult to lecture. A staff member acts as general counsel and stands by to give advice, but not to direct or to take part. These clubs are serious organizations. For example, the Science Club drops from membership anyone who does not give at least two scientific lectures a month. If he is not willing to do this much he, is considered a dilettante and not an acceptable member. The Microscope Club requires a knowledge of the parts of the microscope and one piece of handmade microscopic equipment before admittance to membership. In many instances the children cannot afford the materials necessary in the pursuit of their particular subject, so consideration is given to instruction in making their own. Every Saturday the carpenter shop is turned over to the children, and it is always filled with intent boys and girls who are making equipment for use in some other division of the Museum.

About twenty years ago the Museum set up a loan collection, with a particular view to the needs of teachers who were unable to bring their classes to the Museum. A certain number of objects such as birds, minerals, shells, and mounted insects, were prepared too for the use of children. A certain knowledge of the subject is required for the privilege of borrowing this material which may be taken home, free of charge, for a week. Most adults who visit the Museum are shocked by this "carelessness," and are usually unbelieving when told that almost no damage ever occurs to exhibits lent to children.

It was natural that other cities should recognize the social importance of children's museums. Boston followed Brooklyn's example, and later came Indianapolis, New Haven, Detroit, Oklahoma City, Cambridge, Hartford, Norwalk, Knoxville, Cincinnati, Cleveland, Kansas City, Rochester, Dayton, Los Angeles, Buffalo, Pittsburgh, Newark, Jamaica Plain, St. Louis, Palo Alto, San Francisco, Duluth, and Bridgeport. In 1937, the American Association of Museums, at its annual meeting in New Orleans, set up a Children's Museums Section, and now each year separate discussions on Children's Museum problems are held. There has been a general awakening of interest and introspection in the nature of these specialized institutions. For forty years, children's museums have grown much like "Topsy," using what materials and housing and leadership could be found in the local community. Some have specialized in natural history. Others have concentrated on art. No one, however, has ever sat down to analyze children's museums and to decide just what the minimum requirements should be. Are they merely recreation centers? Are they serious educational institutions? Are they museums in the same sense as adult museums?

All these questions are being asked by those who feel the time has come to set up definite standards for children's museums. In brief, it is felt that they must be museums first of all, using objects and source materials as the basis of their equipment. The exhibits must be designed for children and there must be activities for children which are definitely related to the exhibits.

This boy, who is making a fixed focus enlarger, is a member of the Craft Club in which children learn to make the equipment they need in pursuing their hobbies.

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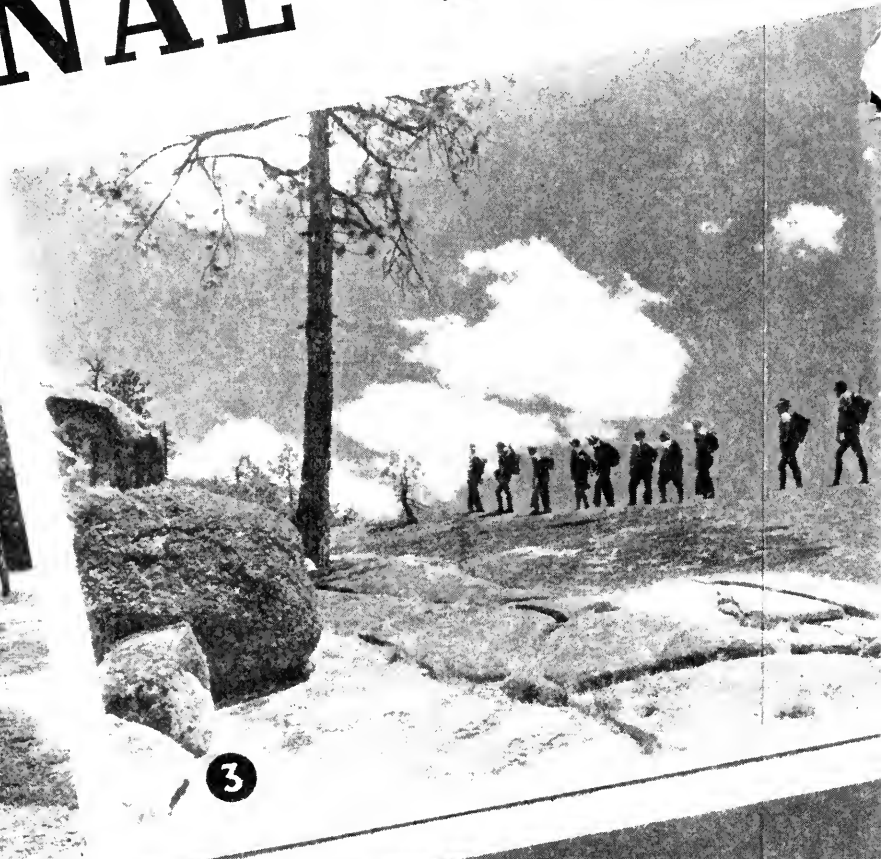

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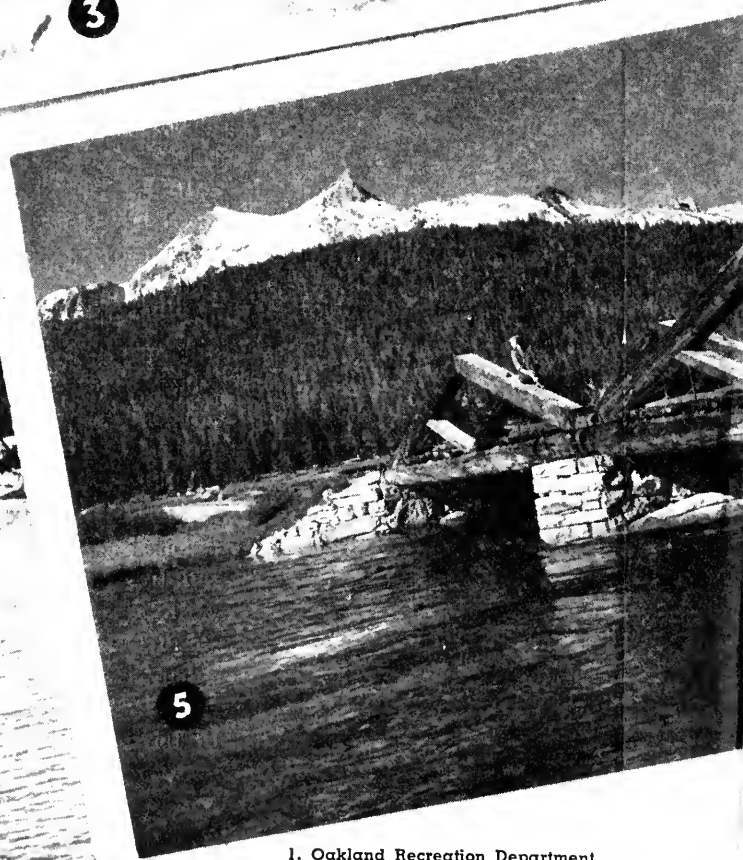

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2. Shelter, DeSoto National Forest. U. S. Forest S
3, 4, 5. Yosemite National Park. National Park S
Left hand panel. Yosemite Park and Curry Compa

Hiking in Mill Creek Park

By KENNETH C. WIBLE
Recreation Director
Mill Creek Park

"I have met with but one or two persons in the course of my life who understood the art of walking, that is, of taking walks."
Thoreau

MILL CREEK PARK in Youngstown, Ohio, has its own hiking club, and the weekly hikes, which are usually scheduled early Sunday morning, are all taken in the park with one exception. This is an out-of-town excursion on which the club goes during the fall season. Occasionally hikes are taken Sunday afternoon, and when they are held at this time they are followed by supper and a lecture in one of the park cabins. In connection with the morning hikes breakfast is scheduled for the third Sunday of each month. It is in charge of a special committee appointed to take charge of this part of the program.

The Park Museum

Hikes are conducted during the winter season as well as in summer, but in bad weather the group spends its morning in the park museum which is housed in an old flour mill building. The building and the nearby falls are a familiar landmark to the people of Youngstown and vicinity. A full-time naturalist is in charge of the building, assisted by a part-time naturalist and a park forester. In the museum are mounted displays of material characteristic of the park and nearby region. Naturalists are available for nature hikes in the park or for lectures in the museum. Lectures are also given outside the park and Kodachrome slides are used in connection with them. Last year 187 groups totaling 19,843 people saw these pictures emphasizing nature lore and park appreciation.

Each month the museum leaders publish a nature bulletin which is distributed to individuals, school groups, settlements and similar groups by the Wild Flower Preservation Society of Youngstown. On the park playground nature study is a feature of the weekly program, with the park naturalist assisting the playground leader in developing tree trails, in leaf printing, and in mounting insects.

The Mill Creek Park Hiking Club spies the first robin of Spring

Gathering a Collection of Memories

By V. K. BROWN
Director of Recreation
Chicago Park District

THE PATRIARCH of the faculty, one of the wisest men of his century, walked feebly down the aisle and faced our student audience. It was one of the last he was ever to address. He leaned heavily on his cane. We knew, as he did, that neither our veneration for him nor his affection for us, devoted as those reciprocal feelings were, could much longer withstand the advance of the years. Audience and speaker realized that it was to be a twilight talk, not alone in the sense that it was evening on the campus. We knew that his remarks might prove perhaps the final benediction of a great scholar.

He drew us all into a closer circle with a smile which in itself expressed serenity, as well as benevolence. At last he began to speak:

"When Youth looks at Age, tottering in its feebleness, he pities him. But when Age looks at Youth, expectant in its hopefulness, he pities him. Youth forgets that Age has the comforts of accumulated memories to solace him. But Age never forgets that Youth confronts the pains of disillusionment to distress him."

The talk that followed is itself a memory now. It comes back over the years from my student days to weave itself into the picture I want to give you today. In such ways the pattern and color of our thinking reflects our memories.

In those same college days I spent one summer working in the city. I intended writing a story of the summer's experiences in a bitter labor struggle. It was not a pleasant summer. Much of what I saw was disheartening. Days and nights were spent in the slums of the city. For weeks I didn't see a tree or flower, or hear a bird. At last, one Sunday when I could endure it no longer, I went out to Ravinia, to the music pavilion surrounded by the trees, where a summer concert series was being given by Walter Damrosch and his orchestra. A storm was gathering to the west as the concert progressed. It broke in raging fury just as the orchestra started Wagner's "Ride of the Valkyries." All the lights went out just before the orchestra started playing that number. The management produced candles, which were tied to the music racks and lighted. Wind was roaring through the trees. The lightning was almost incessant. One by one the candles flickered out, but the orchestra played on, their scores illuminated by the lightning flashes, the music reinforced with the crash and rumble of thunder. For all of those in the audience it was one of life's big experiences, the rising pitch of the music mounting to its climax as the storm outside the open pavilion reached its own accompanying climax. I do not believe any person in the audience remained seated. We couldn't stay in our seats. We all rose to our feet, so compelling was the thrill of the occasion. Everyone realized that he was undergoing an experience which he would never forget. None of us, I dare say, have ever heard the opening strains of that composition without experiencing again something of that same thrill, brought back by memory to lend additional present significance to the music. One just can't divorce that score from the memories that cluster around it. They become part of it, and the total effect of it on each new re-hearing is the sum of its present rendition supplemented by the renditions which one has enjoyed in the past. It is thus that experiences are enriched by memories.

The cumulative value of experience is nowhere better illustrated than in nature. Thought pictures, to most of us, are visual pictures. If some one should ask us what we had for lunch, our memories, in most cases, reconstruct a visual image of the table, the dishes, and the foods. The word nature does not suggest the whirling fiery gases of a sun spot which we have never seen, although science has given us something of an im-

"Our profession is pledged this year to support the cause of nature recreation. President George Hjelte has appointed a committee of the Society of Recreation Workers of America, not all of whom are members of the organization. The Committee is sending out to the field an extensive list of suggestions embodying the collective thought of all the members. The list permits each member of the profession to select a specific undertaking to which he will give support or, if he prefers, to indicate an original undertaking of his own. But it provides a means by which unitedly the entire profession may join this year in establishing new elements in the American attitude toward a greater appreciation of nature."

aginery picture of them. Rather, it suggests something out of our own past and personal experience. The picture which oftenest comes to my own mind is either a flaming yellow blossom against the bare rock of a desert canyon, where I was startled to see it as I rounded a jetting shoulder of the mountain, or it conjures up before me a composite of rivers and forests which I have actually visited, of shade whose coolness I can still feel, of the brown inquiring eyes of a little deer that came up to eat out of my hands in the Yosemite, with squirrels and chipmunks flitting about.

I find, in my own memory pictures, that the word nature never suggests the presence of many people about me. It doesn't bring to mind the bathing beaches I have visited, nor does it summon again the outcroppings of rock from which I hammered geological specimens. The memories that chain together, following the word, which sets them all in motion, reflect the associations which I have built up over the years, but those associations which stand out with greatest vividness, I find, are the ones which at the time were furthest removed from the routine commonplaces of daily life.

Astronomy does not recall the books that I have read about the solar system, or the illuminated photographs of the surface of the moon. The associating process brings, first, an image that I saw the night I was worn out by studying for an examination and went out into the darkness to take a walk in the crisp air of winter. Seeing the door of the observatory open, I went into the telescope chamber, and one of the astronomers invited me to look through the eyepiece of the telescope. The instrument was trained on the planet Saturn, enlarged by the reflector lens to approximately the size of the full moon, with its rings extending out beyond the planet itself; and close on the heels of this memory image is the recollection of the evening when I first saw the Planetarium, and after the bodies of our own solar system had been put through their evolutions in projection on the dome, the operator suddenly turned on the universe of stars.

Each of us has his own set of memories, but the significant thing is that they attach themselves even to the words that serve as identifying symbols, and they come trooping back with every new experience for which those symbols stand. The new experience summons the old into audience again.

And the new wouldn't have much of significance without the old. The new musical composition lacks depth until one has heard it several times and begins to accumulate impressions. One motif is reminiscent of a strain in an opera, or a symphony that is half forgotten. Another suggests a song heard long ago. Gradually the composition adjusts itself to the memories of the auditor, and develops its own chain of satelites, and then appreciation begins. It is the game with which we have grown familiar that interests us. We must understand it before it can fascinate us as a spectacle. Ice Hockey, for example, has every element of appeal—speed and grace of movement, rapidity of change, strategy which is transparently understandable, shock and daring. But people had to become accustomed to it before it drew large audiences. It required a set of memories before it filled the stands.

"The educator, and the recreation worker as well, is in the business of developing experiences which will associate themselves with future happenings to give them additional meaning and significance. His business is one of stocking the memories of those with whom he deals with recollections that will associate themselves with future living. In the words of the poet Moore, he assists memory to 'draw from delight, ere it dies, an essence that breathes of it many a year.' He enriches not only the present with his contribution to greater variety and larger content. His is a contribution to the future as well."

It is well for the recreation profession this year, pledged as it is to make the promoting of nature recreation a project of the year, to bear these facts in mind. The strategy of our campaign is a strategy of relating other interests to nature, to involve nature with other memory associations, so that established preferences and accomplishments develop new connections with nature as a related subject.

Establishing an Awareness of Nature

In the parks here in Chicago, we became convinced that our athletes and the devotees of sport were not intentionally destructive when they chased a foul fly through the shrubbery bordering the ball field. Rather, they were unaware of shrubbery, as shrubbery, considering it only an impediment to be ignored in concentrating their attention on the business of catching the fly. What they needed, we felt, to end what was miscalled vandalism, was a new awareness of shrubbery as shrubbery, rather than as bushes. Our problem was how to

bring about this awareness, how to establish memory connections that would give the shrubbery significance in the background of their consciousness. We couldn't hope immediately to interest them in landscape art. We didn't think that nature study, as study, would accomplish what the educator calls "transfer" into their ball playing behavior patterns. Education hasn't solved its problems of transfer yet, to inspire us with hope that we might succeed where the educational process has had so much difficulty.

The search for specimens of marine life is bound to have significance for the child's later experiences

Where the landscaping had suffered most of destruction, however, one of our former baseball players assembled the boys of the neighborhood. Throughout our system he was in charge of construction, and was about to move into the park in question with a WPA crew to reconstruct the grounds. Before doing so, he met the boys as they came tripping out of the neighboring school. As soon as he had collected most of them he said to them, "Listen, you guys. I'm the boss in this park over here, and I want you fellows to 'wise me up' as to what you want there. I was a kid myself not so long ago, over in Bridgeport. We were pretty hard-boiled eggs ourselves, and we had to fight for the things we wanted. I know that this park wouldn't be torn to pieces the way it is if it didn't have some things that were wrong with it, so I've come over here to get you to tell me what's wrong, and help me put it to rights. It's up to you now to come across and give me the low-down. What's the matter? Let's go right over to the park now, where you can show me just what ought to be done."

The whole crowd went with him. Here was somebody that promised to be sympathetic toward their ideas. Arriving at the park, they pointed out its defects:

"Look what these park guys done to our diamond. They built a walk across right field, and built up a bank alongside it, and put in a lot of bushes. Over in left field they done the same thing, only worse. They stuck a fence in behind the bushes. How can we play a ball game with all this stuff in the way? We used to have a good ball field here, and them park guys just ruined it."

The construction engineer who knew boys said, "All right, fellows. Come on over Saturday morning with your shovels and we'll tear the stuff out."

"Aw, but you can't; the cops'll chase us."

"No they won't. I tell you I'm boss here."

Saturday morning all the boys in the neighborhood came over with shovels and bars to tackle the job of demolition. They tore out the cement sidewalks which we had determined to remove with the WPA forces. They dug up the fence and the shrubbery, the boss seeing that the latter was removed with a ball of earth around each root development, and that the shrubbery itself was neatly piled for transplantation.

The boys voted, as we had already decided in our plans, that the playing field should be brought up to level, and the surrounding terraces should be cut down to grade. Our engineer then propounded a new problem. After measuring off the ball field to everyone's satisfaction, he said, "But look, you guys, your mothers and your sisters are going to come over here some day to watch you play. They are going to bring your baby brothers over in the baby carriage, where they can see you knock the cover off the ball. We'll have to put in a new walk outside the ball field. What do you say we stake that out too, so my men, when I pull them in here to finish up our work, will know just where we want it?" Accordingly they staked the walk out where our landscape department had previously planned that it should go in our reconstruction project.

Then "Big Jim" had another idea, and again called a council of war. "Listen, you bozzos," he said, "This place is going to look pretty tough unless we have something growing around the edges here. It's going to be hot and dusty, and it won't be any kind of a place for your mothers to

come and watch the game. It'll look as bare as that dump of a park over beyond the tracks. You sure don't want your park to look like that! That may be good enough for those guys, but it isn't a fit kind of a place for such a gang as we have here. What do you say we take some of this shrubbery that we dug up and let's plant it ourselves, around the edges, where it'll have a chance to grow, without being in anybody's way, and where we can all take care of it and see that nobody busts it up?"

The result was that the day ended in a feverish campaign of transplanting the bushes that had been such a hated nuisance. The leader explained the difference between one kind of shrubbery and another. He got the boys to thinking about clustering shrubbery for landscaping effects. He got them to considering grassy bays between, where the smaller children might picnic on the sod. He pointed out locations where trees might be brought in and located. He even suggested that the seeds and berries of the shrubbery would attract birds to move in and establish their homes. When the labor forces arrived Monday to proceed according to the blueprinted plan that had been drawn long before, there was established in the memories of the boyhood of the community a new element, interpreting the work those laborers were to do. They were carrying out a plan in which each lad was participant. The whole boy community watched proceedings with fresh interest. Every wheelbarrow full of earth was moved in accordance with a program whose design was a cooperating project. The park boyhood solemnly discussed with the workers the fulfillment of their own plans. They pointed out the things that they had done in preparation, the bushes which they had planted themselves, and the sweep of open space where they expected later to plant a "sizzling liner" when they got into the ball game.

Two or three years have passed since that park was remodeled. Its shrubbery is thriving. It is protected by every child who visits the park. No one would dare to injure, much less destroy, it. Each tree and bush has its associated memories, and its consequent significance.

We could not proceed wholesale on a reconstruction program in every park site, but we were able to apply the same strategy in other locations. Our landscape planners indicated spots where children's gardens might be accommodated without detriment to the landscape composition. Our propagating houses furnished flowers and plants suitable for early transplanting in the spring, so that something, at least, would be already growing, and the youthful gardeners would not have a long and discouraging wait for seeds to germinate and appear above ground. While the ball player usually had no part himself in the gardening enterprise, he did see his contemporaries working in these designated spots. While he had ignored the gardening staff in the past, the sight of children engaged in cultivating and contributing to the beauty of the park, by its very novelty, forced itself on his attention. Insensibly he became landscape-conscious.

The lad whose interest centered in the craft shop was presently approached by children of his acquaintance with the request that he contribute something of his time and skill to helping build a set of window boxes in which flowers and vines might be planted to decorate the walls of the fieldhouse. The metal craftsmen were similarly approached to contribute toward the building of metal brackets to support the window boxes. Boys who had had experience were asked to paint the boxes and the brackets, and some of the mechanically-minded citizens of the juvenile community discussed the drilling of holes in the building walls, and the insertion of lead plugs in which the brackets could be screwed securely into place. Additional elements were thereby brought into the consciousness of others than the few who were enlisted in the gardening enterprise, as being already susceptible to a nature appeal and the result has been that our budget for landscaping maintenance, which a few years ago was insufficient to provide all of the repair and replacement of vegetation necessary, has been sharply reduced. The movement has saved the Park District thousands of dollars in landscaping repair bills.

We have established the beginnings, at least, of a nature awareness. Something of the wonder and curiosity which underlies a developing interest in nature has been introduced into the community consciousness. Such establishment of foundation memory associations is the first step, we think, in developing a nature interest. It associates with the wanderlust, which sends youth exploring its world, a wonderlust to keep it company.

"The tradesman, the attorney, comes out of the din and craft of the street, sees the sky and the woods and is a man again. In their eternal calm he finds himself."—*Ralph Waldo Emerson.*

With the Colorado Mountain Club

By PAUL W. NESBIT

WHEN AN individual becomes a Colorado Mountain Club member, he has an opportunity to take advantage of an increasing number and variety of activities. If he has not yet been initiated into the techniques of skiing, rock climbing, ice work, or the use of the rope, he may join with others and be instructed. If he desires to learn more about nature, geology, or photography, he may join special groups and attend lectures or field trips concerned with each. Nor should his enthusiasm become dulled, for other enthusiasts are there in abundance to whet his appetite, and Colorado's mountains, rich in variety and interest, are close at hand.

The club has branch groups located in Denver, Colorado Springs, Boulder, Fort Collins, and Walsenburg, as well as a junior group in Denver. Each group has its own schedule of activities sometimes including joint trips of two or more groups. A booklet listing all of these events for the year is published each spring. The monthly publication of the club, *Trail and Timberline,* contains informational articles of interest and notes of the doings of the various groups. Annual wild flower shows of some groups have been very popular.

The winter sports program of the ski section has done much to popularize skiing in the region and to develop facilities for it. The club has a ski lodge at Winter Park (formerly West Portal) in the mountains west of Denver. This is accessible both by railway and transcontinental highway. Here and elsewhere in the state a wide variety of winter sports events are scheduled. The Junior Group, besides furnishing members of the Ski Patrol, whose primary aim is to promote safety in skiing, is looked to for future championship material.

Courtesy Colorado Mountain Club

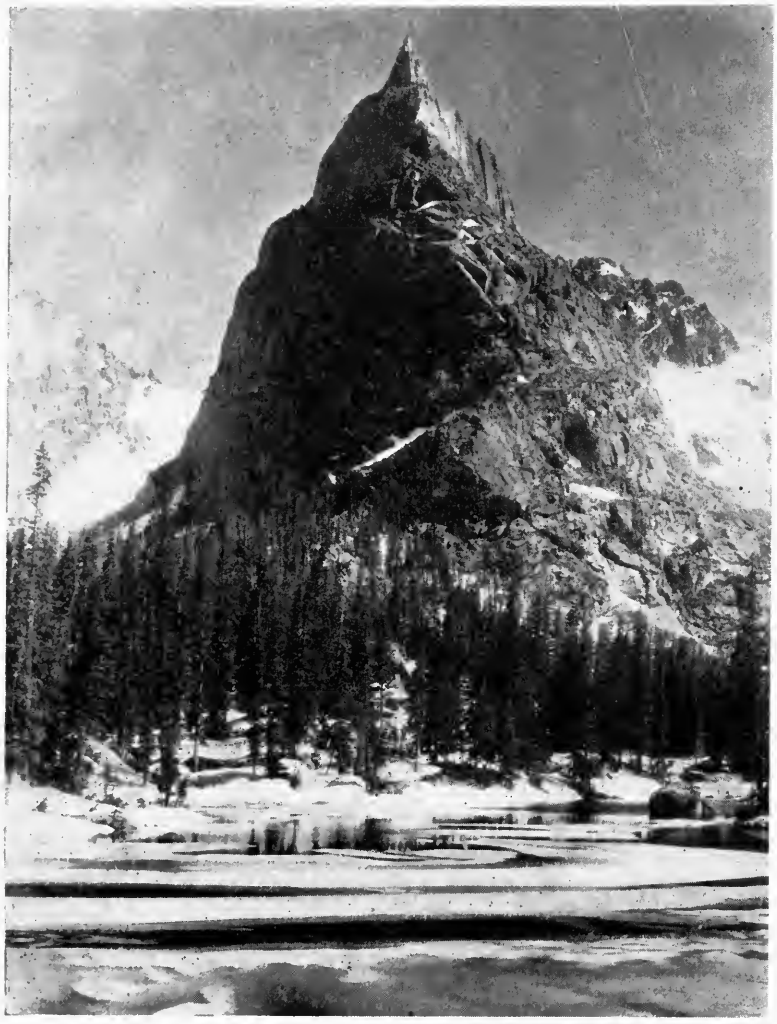
It is the experience of the Nature Enjoyment Camp that through a program of varied activities approaches to enjoyment of nature may be utterly diverse and adaptable.

Courtesy Colorado Mountain Club

A high point was reached in our program last summer when climbing and nature activities and interests were experimentally combined in a School of Mountaineering. This school, based on the idea that the more we know about the mountains the better we shall enjoy them, took the place of the regular annual outing. It was held at the Glacier Gorge — Loch Vale junction in Rocky Mountain National Park — the latter part of July and the first week of August. The following types of trips were offered almost daily: regular climbing trip, nature exploration trip, difficult climbing trip, and climbing instruction trip. One may sum it up by saying that all of these types of trips were popular. A common campfire in the evenings gave an opportunity for singing, skits, informa-

tional talks, and plenty of good fellowship. Besides several club members who are experts in different fields, University professors and National Park Service men gave much appreciated help. So successful was this form of outing that another inexpensive camp is being planned along similar lines for July 20-28 this coming summer. It may be held either at Long Lake or at Crater Lake. For October, a three weeks bus trip is being planned to old Mexico to climb Mexico's three big peaks and to see the sights.

Another innovation of last year was the Nature Enjoyment Camp held in June by the Walsenburg group at Cucharas Camp in the mountains of southern Colorado. This camp was concerned mainly with learning about nature, and with methods of leading others in nature interests. A morning hike, an afternoon of games and teaching methods, and an evening campfire program consisting of a lecture on some phase of natural history together with songs and stories made up the usual daily program. This camp will be repeated this summer from June 10-16 and it will not be restricted to members. In fact, it is offered as an inexpensive opportunity for interested teachers whose applications are accepted to re-create health and spirit before starting summer school. By such activities the Colorado Mountain Club is growing in practical demonstration of the recreational opportunities of the great out of doors.



Courtesy Colorado Mountain Club

Lone Eagle or Lindbergh Peak across Crater Lake—the possible site of the Club's 1940 School of Mountaineering

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An article in *Trail and Timberline* for August, 1939, reports that in addition to the full-time registrants there were many who attended the Nature Enjoyment Camp for short periods. The daytime sessions were attended by seventy-eight individuals, some of them over seventy years of age. Forty different people received certificates for attending five or more of the daytime sessions of the camp, and many others came to the programs in the evening. There were registrants from six states besides Colorado, and from nine communities in the state itself.

Among the activities which proved to be of special interest were the tree and shrub hikes, a beaver watch party, a treasure hunt, the early morning bird walks, and the experiments in outdoor cooking. Leaders at the Camp observed and listed one hundred and twenty-eight kinds of plants in blossom, fifty varieties of trees and shrubs, thirty-seven different kinds of birds, and seventeen kinds of wild mammals. Many were the ideas and bits of information carried away by those who participated in the happy activities of the Camp.

Nature Education in the Pittsburgh Parks

By

ROY BLACK and J. R. STECK

WHEN THE EARLY settlers came west over the Allegheny Mountains, the Indian trails led them to a point where two rivers joined to form a third. There they looked upon hillsides covered with green forests abounding in game, and rivers and streams filled with fish—nature at its best. Soon a settlement sprang up where the Allegheny and Monongahela Rivers met to form the Ohio, a town destined to be called the "Workshop of the World." The three rivers, plus rich coal deposits, led to the rapid growth of Pittsburgh. Much of this growth was accomplished at the expense of the natural resources which were so plentiful when Pittsburgh was first settled. Because the natural resources were so abundant people spent this heritage easily without the foresight that characterized certain of Pittsburgh's early naturalists. It is interesting to recall the story of Jonathan Chapman, better known as Johnny Appleseed. This early (1775-1847) itinerant naturalist saw ahead to the time when the cutting of trees would exhaust the forest and a spring would come when children would no longer be able to see and smell the fragrant apple blossom.

This unusual character devoted his life to the practicing and preaching of conservation, a life which has borne fruit. As we record the development of Pittsburgh, other names appear on the roll as naturalists. To the list should be added those foresighted individuals who gave to a growing city tracts of land to be used as parks. Whether consciously or unconsciously, these people were following the footsteps of Pittsburgh's first naturalist, Johnny Appleseed. These park areas are today the only remnants to remind us of what our early ancestors looked upon from the point. They are oasis in an industrial city whose river banks are lined with mills belching forth black smoke into the air.

Today in Pittsburgh there are 1971 acres of field and woods set aside as public parks. They are scattered throughout the entire city with a major park of over 350 acres in each section. To this group we might add a fifth park on the South Side of about a hundred acres. These parks are characterized by wooded hillsides and valleys suitable for abundant plant and animal life. There are facilities for picnicking and physical recreation, for the most part so located that they do not interfere with the more natural areas of the parks. In recent years increased leisure time has placed a heavy burden on the parks, with use resulting in abuse. Park recreation facilities, trees, shrubs, flowers, and wildlife suffered alike. The public did not understand just how much this destruction meant to each individual park user. How was the Park Department to cope with such a situation? One obvious answer was to educate the public.

Educating the Public

In the fall of 1933 the Emergency Education Council sponsored an experimental adult program of nature lectures and field trips in the vicinity of Frick Park. The program was an immediate success, and the following spring those who had attended regularly organized to assist in planning future programs and in spreading the doc-

Mr. Black is resident naturalist in Frick Park in Pittsburgh, and Mr. Steck occupies the position of Nature Education Supervisor in the city's Bureau of Parks.

trine of the conservation of nature's beauty. The schools at the edge of the park began to participate in the program by planning field trips and nature lectures. This new idea grew rapidly and had a remarkable effect on the way the community used Frick Park. Realizing that the value of this park appreciation should be spread throughout all parks, the City Park authorities and members of the Science Department of the Board of Education planned a park appreciation program to be taught in the nature classes of the city schools.

Just how was the proper use and respect of parks to be taught? Under the direction of a nature photographer a series of 16 m.m. motion pictures were filmed on park trees, wildflowers, birds, animals and activities. These pictures, shown by park representatives, were used to arouse student interest with the aim of planning field trips in the parks to further the teaching of this new appreciation.

The teachers received this new program with enthusiasm, and soon the demands for talks and field trips had increased to such a degree that the need for specially trained men to carry on the program was apparent. In the fall of 1935 the first naturalist was added at Frick Park; he was soon followed by a naturalist at Riverview Park and later another at Schenley Park. With a staff of trained men the nature education program grew rapidly.

The major duty of the park naturalist is the cooperative work with the schools. New subject material is constantly being added to the film library and the use of color has improved the teaching value of these films. Recently the nature staff has experimented with the use of the new 35 m.m. slides. Where motion is not a necessity, and where natural color is desirable, these new slides are proving their worth. The first trip is still the most valued teaching aid, and each year more teachers are bringing their classes into the parks. During the last few years the school program has extended to parochial and private schools, as well as suburban schools. This program with the youth of the community does not stop with schools. The park naturalists are called on to assist with the nature program of the Boy and Girl Scouts and other youth groups interested in the out-of-doors. During the vacation months, with such organizations conducting day camp groups in the city parks, the naturalists were given an ideal opportunity to further conservation. These contacts were especially valuable because more time could be given to the program and the contacts made more personal.

With a well-balanced youth program, the next step was to interest the adult population. Following the example of the original program in Frick Park, each naturalist conducts Sunday morning nature walks in the three major parks. These walks are general in nature and planned for the average park visitor. Because nature buildings were available in Frick and Riverview Parks, the adult program developed more rapidly. Guest lectures were invited to give talks on natural science and travel. These talks have proven themselves to be very popular. In Frick Park, under the sponsorship of the Frick Park Naturalist Society, a weekly program of lectures and social activity has been successful. Lecture demands by the parent teachers associations, garden clubs, civic groups, and other organizations have given the naturalists splendid opportunities to spread the doctrine of park appreciation.

Nature Buildings

In Frick Park two buildings have been devoted to the nature program. The Fern Hollow Cabin is used as a meeting place for nature hikers and for summer lecture programs. The Nature Museum on Beechwood Boulevard houses museum displays with a lecture hall, and is also the residence of the naturalist. Outside the building is a collection of native Western Pennsylvania animal life.

In Riverview Park the headquarters for the nature activities are located in the Wissahickon Nature Museum. This building is ideally located and suited for this purpose. Living and mounted nature displays, as well as ample room for lecture facilities, are available. Surrounding the Museum is a wildflower garden planted with native Western Pennsylvania plants.

In Schenley Park an old historical log cabin has recently been reconstructed and will serve as headquarters for the Schenley Park naturalist. The establishment of a nature building in each park is very desirable, not only for the adult program but for youth groups as well.

Trailside Museums

A very popular part of the nature program centers in the Frick and Riverview Trailside Museums. These buildings are not museums in the strict sense of the word and should be regarded

(Continued on page 54)

The Nature Program at Oglebay Park

The nature program of Oglebay Institute, developed over a period of ten years by A. B. Brooks, Institute Naturalist, and his associates, is designed to reach as many people as possible of different age groups and varying interests in nature.

By JOSEPH E. HOFFMANN
Publicity Staff Member

AMATEUR AND PROFESSIONAL experts who have progressed far beyond the stages of learning anything from casual field trips are taught the finer principles of nature in the annual Nature Leaders Training School. Those who want to meet together and discuss the latest findings are encouraged to do so in hobby clubs which proceed somewhat on their own initiative. Of these, three are active, The Brooks Bird Club, the Oglebay Plant Club, and the Wheeling Amateur Astronomy Club.

Teachers are assisted by the publication of nature pamphlets and by the personal cooperation and advice of the naturalist and his assistant, Charles K. Peck. This assistance is also available for any group whose program includes nature. It ranges from personal advice and help with planning exhibits to the leading of special nature field trips.

Grade school students, high school students, and adults newly interested in nature may receive a rather complete background knowledge of nature from attendance in the winter series of nature classes held twice weekly at the Institute Downtown Center. These classes, consisting of about thirty-five meetings, cover varied phases of nature study.

Of greatest public appeal are the nature field trips. These "bird-walks," as they are popularly called, are held each Sunday morning at 7:00 o'clock during the summer, and at 2:30 P. M. in the winter months. The charm of the early morning air, and the walk through the clean bright woods with an open-air breakfast waiting at the end of the trail bring out many who are not nature enthusiasts but who only have a respect for the out of doors. These very people often develop into the most ardent of the nature trailers. Following the winter afternoon walks, informal discussions are held around a roaring open fire in one of the Oglebay Park log cabins. Coffee and popcorn are served.

Even the much-shunned skunk comes in for a share of attention at Oglebay Park's Trailside Nature Museum!

Attendance of summer walks varies from fifty to two hundred and fifty persons, and winter walks average around thirty.

The ten miles of nature trails in Oglebay Park are kept in excellent condition. A nature guide booklet has been prepared and is available for those who wish to explore the trails alone, following numbered labels through the hills.

Hikers on a nature trail in Oglebay Park come upon a wood thrush's nest

Another feature of popular public interest is the Oglebay telescope. An eight-inch reflector telescope was built by members of the Oglebay Amateur Astronomy Club and presented to the Park for installation on one of its highest hills. Weather permitting, members of the club, volunteers, and Institute staff members are on hand for weekly telescope nights. These nights usually occur on Saturdays after the public campfires, unless some event of astronomical importance warrants "special" observation.

The campfire programs, usually built around nature themes, feature community singing, speakers, movies on nature subjects, slides, readings and similar entertainment.

The Oglebay Aboretum, still in the planning stage, comprises one hundred acres of sloping hills and valleys that have been set aside for a garden of trees and shrubs. This is to be another important addition to the Oglebay Nature program. Definite steps include the organization of an arboretum committee, purchase of planting stock, and cooperative efforts of the Wheeling Park Commission and Oglebay Institute for the employment of a landscape architect and an arboretum expert.

The lecture series sponsored by the Nature Department usually occur during the winter months. Appearing on these programs are explorers, travelers, and authorities in field of nature lore.

The 1940 session of the Nature Leaders Training School will be held June 12 to July 10. Two weeks of the session will be held at Oglebay Park, studying Carolinian Life Zone forms, and two weeks on Lake Terra Alta, West Virginia, where the altitude makes available to students the plants and animals of the upper Alleghenian and Canadian life zones. Recognition of the school this year provides for the accrediting of courses in field biology by the West Virginia University. Students qualifying for credit must enroll for the full term. Those not desiring credit may enroll for full or part time.

The best instruction possible is provided the students. Twenty-five experts are brought to the camp to teach at least one class in their specialized subject. Eleven of these men will be at the camp part time. A staff of four will be on full-time duty. These will be A. B. Brooks, School Director; Charles K. Peck, assistant naturalist; Col. Robert P. Carroll, Botanist at the Virginia Military Institute, Lexington, and Dr. John C. Johnson, zoologist, West Chester, Pennsylvania.

Another phase of cooperation will begin this spring when the Ohio County Board of Education and the Wheeling Garden Center sponsor a school gardening project modeled along the lines of the established Cleveland school gardens. The Nature Department of Oglebay Institute and Oglebay Park will serve as advisors in this project.

"If we were asked just what birds mean to us, many of us would say that they mean the freedom of open spaces—wide skies and untouched forest depths. Others would remember the rapture of the dawn chorus, or the simpler but equally moving beauty of the everyday songs and calls of the birds they have known from childhood.... To nearly everybody birds mean something beyond and outside themselves, a part of the mystery and poetry of nature, and so we need not wonder that from the earliest ages birds have had their place in myths and in religions in various parts of the world."—*Margaret McKenny* in *Birds in the Garden.*

MacMurray College Library
Jacksonville, Illinois

Courtesy Audubon Nature Camp

Let's Go Exploring!

By DOROTHY A. TREAT
Junior Club Secretary
National Association of Audubon Societies

"THESE THINGS are real. You can't find them in books. We found it out ourselves — outdoors," said our small host, pointing with pride to some charts which were part of an exhibit.

It is about such "real" nature study that this article is concerned. Observing how living plants and animals live and depend on each other makes a very different and much more challenging and interesting type of nature study than the passive second-hand variety gleaned from picture books.

Let's take an adventure hike! Let's go exploring! Let's make discoveries! Such invitations as these tend to engender the kind of attitude towards a field trip that can make everything fun and interesting. It also permits the field trips to be easily adapted to whatever situation chances to be at hand. Nature study needs to be opportune. No one can predict what may be seen next: a spider may be building its web or snaring its luncheon; the ants may be holding a wedding; a Robin may be putting on its raincoat — its overcoat; a grasshopper may make a tremendous leap or spit "tobacco"; a flower may be opening; one might find the handsomest bug, the ugliest, the largest, the smallest; or one might discover a bird's nest or a mouse nest.

Such things may be the find of a lifetime and very likely will be the first sight of its kind for many in the group. There is always something new to be seen when living things are observed, however, often similar observations may have been made before. Time should be taken to watch and enjoy these events and discoveries.

Adventures may be had in one's own house, the backyard, a vacant lot, a city block. Many forms of life reside close by although often they are unobserved unless one looks for them. It is unnecessary to journey long distances to observe events in the out of doors.

No plant or animal can live all by itself. It lives with and because of other plants and animals—its neighbors or predecessors. Observing and discussing how the out of doors is all linked together provides an inexhaustible storehouse of interesting and surprising matters.

To those leaders who do have great enthusiasm for the out of doors and curiosity about the things they find there, but terror in the thought that they do not know names of the animals, the following remedy is suggested for that inevitable question "What's this?" Remember that no one person knows the names of all the varied things to be seen out of doors and that many of these things do not have common names anyway. Most common names were invented by amateur observers. Let the group together make up a good descriptive name to use as a temporary name. Later try to find the real name. This method will serve to sustain the interest which prompted the initial question.

To awaken and develop

The 1940 sessions of the Audubon Nature Camp will be held on the following dates: June 14-17; June 28-July 11; July 12-25; August 2-15; August 16-29. Detailed information regarding the Camp, the Junior Clubs, and the educational literature issued is available from Department J, National Association of Audubon Societies, 1006 Fifth Avenue, New York City.

interest in one's own environment serves two ends. It creates for the individual a healthy and entertaining hobby which can be carried on anywhere. It fosters a desire to protect and to use our natural environment in such a way that we shall always have it and this is Conservation.

Junior Audubon Clubs

In the interest of conservation, the National Association of Audubon Societies has for the past twenty-nine years been sponsoring Junior Audubon Clubs throughout North America. These clubs consist of ten or more children of any age banded together for the purpose of exploring the out of doors. Their program is of their own making, according to their age and ability, their geographic location and the interest of the adult advisor.

Each child in a Junior Audubon Club pays ten cents a year club dues, which is forwarded to the National Association of Audubon Societies, and receives in return a bird button, and six four-page leaflets with color plates and outline drawings for coloring. Although the leaflets are about birds, they tell how the bird lives and relates the bird to its environment. Over five and a half million children have been enrolled in these clubs. By way of maintaining contact with the clubs, a four page children's paper, largely written by the children, is sent every club four times each school year. Larger clubs of twenty-five or more members also receive the magazine, *Bird-Lore*. A special endowment enables the Association to supply these materials.

As an aid to teachers and recreational leaders helping with these clubs, special pamphlets have been prepared on such subjects as feeding birds, birdhouses, forests, grasslands, water and how wildlife depends on it, soil and how life depends on it, nature trails, small museums, building a nature interest, correlation of nature program with school work and others.

The Audubon Nature Camp

To help teachers and leaders go exploring, the Audubon Nature Camp for adult leaders was established four years ago at Muscongus Bay in Maine. The camp is conducted *at cost* by the National Association of Audubon Societies for the purpose of promoting conservation through special training of teachers and recreational leaders in outdoor nature study. The camp is located on an island comprising 330 acres of virgin spruce forest known as the Todd Wildlife Sanctuary. The wooded island, the fascinating marine life along its shores, the hardwood forest, meadows, ponds, streams, marshes, farms on the nearby mainland, and many outlying islands with their interesting colonies of nesting sea birds, provide unusual opportunity for observing living plants and animals in a variety of natural habitats.

Campers spend two weeks or more exploring in small groups different types of natural environment. All campers have in common a keen interest in natural history. Some may already have studied considerably in the field of biology. Some have never studied biology at all, but when the emphasis is placed on observation of living things, one's previous knowledge is not an essential.

In addition to experience in outdoor observation it is the purpose of the camp to provide practical suggestions for nature study in schools, clubs and camps and to help adapt these to each camper's needs through individual conferences between staff and campers. Persons from thirty-four states and four Canadian provinces have attended the camp during the past four seasons.

The outdoor begins just outside the window—let's have adventures — let's go exploring — any place at all.

"Nature is an exciting, adventurous journey of discovery into the world of plants and animals, rocks and minerals, the weather and the sky. Its expeditions and explorations disclose the interesting and important things about blades of grass, spider webs, hawks, paving stones, eroded hillsides, flight of birds, the majesty of the night sky. With 'watch living things live' as a password to nature, eyes are open wider on field trips, gardens are planted, and experiments with seeds and seedlings; trees are adopted, and caterpillars, pollywogs, pet dogs, or any one of a thousand other living things are watched.

"Nature asks more than that the adventurer bring home 'specimens,' learn ten trees, dissect an animal, or make a blue print. It gathers many varied experiences together to create a feeling of enjoyment and 'at-homeness' in the out of doors; it fosters growing hobby interests and finds room for wonder and enthusiasm, the spirit of adventure, and a spontaneous delight in discovery. It would reveal something of the order, bigness, complexity and majesty of the world of nature to those who adventure in it."—From *Adventuring in Nature,* by Betty Price.

Vocations for Nature Recreation Leaders

By WILLIAM G. VINAL
Director, Nature Guide School
Massachusetts State College

A pioneer himself in the field of nature recreation, Dr. Vinal considers the problem of leadership in this new profession and tells of ten young people who are occupying unusual positions

WHEN MRS. VINAL and I drove to the Twenty-fourth National Recreation Congress in Boston last October, we crowded three recreation students on the back seat. Although the three were going forth on the same adventure, I was impressed by the fact that each student was an individual. That, in itself, would be a commonplace discovery were it not for the fact that one might teach, even for a lifetime, as though mass education were the only road to intellectual salvation. These conflicting ideologies of the individual versus the mass involve basically the same combat that is waging between democracy and totalitarianism. On the one hand we hear such words as *freedom* and *individuality* and on the other *security* and *collectivism*. Significantly, the theme of the Recreation Congress was "Recreation — and the American Way of Life."

A brief analysis of each student may be presented as material evidence of the general conclusions just stated. It will be obvious why names are not used. One is an Eagle Scout and a camp leader of considerable experience. He decided to major in Botany and discovered that advanced courses which he took were largely pathology. He changed his major to recreation. He is managing editor of the campus paper and is in line to become editor. This student knows where he is going. He is bent on becoming a *journalist in recreation*. Whether this future job or profession will be in a newspaper office or in a recreation department does not matter. He believes that by ability and service one may create a job. His advisors have the same philosophy.

The girl student of the trio is another illustration of "as the twig is bent." She has a nine-year perfect attendance record at the Pittsfield Girl's League, volunteered as a worker in the Children's Department of the Berkshire Museum, and has been a camp counselor. She plans to be a *naturalist in a children's museum.*

The second young man is a major in economics but is exploring the course in "Public Relation in Recreational Planning" as a side line. He desires to enter business, but he will be a more useful member of society if he realizes the need and problems of public recreation.

At the conference I met a former Nature Guide School student who is a priest by training. I recall that while he was a student he was studying the psychology of birds. When he let it be known that he was going afield all the youngsters would follow him. He has been given time from his church duties to serve as a *state naturalist.* Is it not true that one's nature hobby may become his profession?

Perhaps the most classic example of a nature-minded individual who couldn't be deviated from the straight but narrow trail was a certain young man in the Chicago Recreation Department. He was about to be fired for inefficiency. As a last resort he was allowed to try his "absurd idea" of *directing a bird sanctuary* within the city limits. Twenty acres were set aside. Today he has more visitors with loaves of bread to feed migratory wild fowl on a Sunday morning than he had in the audience when he dedicated the sanctuary.

By inherent interest, by the fortune of training, by native ability, by willing service, each of these individuals is evolving a profession in nature leadership. In no case is the financial measuring stick being applied to the proposed career. Most college curricula do not show such a route. However, these goals would probably not be obtained without college science training. It is more than significant in these days of educational panaceas, plus the penalties of tightening purse strings, and the conscientious desire on the part of the students to discover a niche in this changing civilization, that we analyze the aims and technique of leadership training. We must also be prepared to answer the questions—"How long does it take to prepare?" "Where does the training take one?"

The National Recreation Association may be said to have undertaken the promotion of nature recreation in September 1935. The activity was then placed on an equal footing with dramatics,

music, and handcraft, and courses were given all over the country in nature leadership. That the Society of Recreation Workers of America at the Boston Meeting unanimously voted to give special attention to nature activities during the coming year indicates the growing interest in this field.

The new opportunities which are reshaping the thinking of students of today will inevitably leave their impression upon the college curriculum. In this connection I am describing some new fields of nature recreation that were entered as recently as last summer. In these instances I will use names.

Bob Cole in 1939 received appointment as *park nature guide* at the Mount Tom Reservation on the Connecticut River. According to Edward L. Bike, recreation director of the New England Division, National Park Service, this was a demonstration experiment for the East which might be duplicated in many state forests. The first council fire was lighted on Memorial Day evening May 30, 1939. Besides being responsible for a camp fire each Sunday night for the next four months, Bob Cole maintained a self-guiding nature trail and led nature hikes at regular intervals. The year's total visitors to the reservation exceeded 200,000 and Hampden County Commissioner, Charles W. Bray, Chairman of the Mount Tom Reservation Commission, hopes to make this kind of service available throughout the year.

The day after completing his work at Mount Tom, Bob Cole was to be found at the Northfield Inn as *hotel nature guide* and instructor in winter sports. It is interesting to note that one of the leading New England hotels has placed nature recreation alongside of golf, boating, and winter sports as a service to its guests. Other hotels are watching the experiment with keen interest.

Elliot Wilson, in 1939, was *geologist-naturalist* on a trek for boys to the American Southwest. The expedition was commissioned by the Indianapolis Children's Museum and the American Museum of Natural History of New York City. Each boy joining the expedition had a special interest in some phase of natural history such as rocks, reptiles or Indians. The expedition was an auto-caravan trip with a base camp known as Cotton-Wood Gulch, in the Zuni Mountains of New Mexico. The Log of the Expedition is a collection of notes and photographs by the boys. It has the freshness of approach that we look for in the travels of a Marco Polo, or a Darwin, or a Beebe, or an Admiral Byrd. Exploring cliff dwellings, Aztec ruins, fossil clay beds, old Spanish Missions, or Carlsbad Caverns, are forms of nature experience outside the textbook. El Wilson considered his summer's experience more enriching and more meaningful than a year at college. He will return as a guide to the fifteenth expedition to be held in 1940. And undoubtedly that fall he will thread another bead to his chain of understanding. Once infected with the germ of nature leadership—always infected!

In June of 1939, Frank Kingsbury and Bill Nutting started on a trek with a Conservation Truck which was a pullman, diner and museum in one. They visited camps and county fairs throughout the Commonwealth. When at camps they conducted nature hikes, gave talks, held conferences, and between times opened up the traveling treasure-chest for interested visitors. The project was financed by the Massachusetts Conservation Council through the sale of Wildlife Poster Stamps issued by the National Wildlife Federation. As *itinerant conservation preachers* they covered some 3,000 miles and about fifty organizations. The journeying will be resumed in 1940.

Leslie Clark was chosen as *camp pioneer nature man* at Hi-Catoctin Camp, which is provided for Federal employees and their families. The camp is located in the Catoctin Mountains, Maryland, and is operated by the Federal Camp Council, an organization representing government welfare, recreational and employees' organizations. Besides bird and rock lore hikes the families had talks, forums, and studied forests, scenic beauty and constellations. The group consisted of various age levels and interests.

To conclude: Educators cannot but believe in nature recreation. The youth leaders of America can and will enjoy the fuller life that nature recreation will point out. Capable leadership is needed to provide the enthusiasm and skills of nature recreation. The only way to learn to lead is by leading, which implies a willingness and desirability to serve others. There must be an unselfish capacity for friendship. There must be a scientific attitude toward the problems of leadership. The spirit of adventure, outdoor "poise" (ability to fit into outdoor moods), a ready command of English, broad natural history knowledge, and likeable personality are also common denominators. Given these things, with opportunity, and the born nature guide will possess the fruits that have been enthroned within his heart.

WORLD AT PLAY

Young Scientists Hold Exhibit

IN THE April, 1939 issue of *Recreation* an article was published telling of the Science Clubs at Elizabeth Peabody House in Boston. On February 24 and 25, 1940 these young scientists from seven to eighteen years of age demonstrated at their sixth annual Science Fair at Elizabeth Peabody House many homemade inventions constructed mainly from home and laboratory scrap materials. The exhibits were divided into three groups—biological sciences, physical sciences, and engineering. Emphasis was placed on the relationship of these fields of science to daily life. Materials from industrial, scientific, and governmental agencies were utilized as aids in scientific instruction. The 150 boys and girls who made the exhibits were on hand to demonstrate them. The exhibits included working models of the Panama Canal, a wind tunnel which tests model airplanes, a demonstration of soilless agriculture by a fifteen year old boy, and other interesting projects. As a result of last year's fair, fifty-three boys were invited to exhibit their projects in the Junior Science Hall of the New York World's Fair.

Science Hobbies in Schools

THE LOS ANGELES City School District has issued a booklet entitled "Science Hobbies, a Teacher's Guide for Junior High Schools," intended for the use of the teacher in stimulating hobbies and providing the necessary source materials. It was prepared by a committee of teachers in the Los Angeles schools. The booklet contains an exhaustive list of science hobbies and describes twenty-two of them, giving in each case sources of printed materials which would be helpful to interested students. The descriptions include hobbies connected with gardening, trees, flowers, insects, minerals, stars, pets, and birds.

Taxidermy Club Popular

IN THE FALL of 1937, at the request of several boys in South Bend, Indiana, a taxidermy club was organized. The primary object of the club was to interest the boys in the various phases of animal life and to teach them to preserve rather than destroy it. Since that time the club has grown from eight to thirty members. Nature study hikes are conducted and different species of animals and insects are captured. They are brought to the center and the members, who are quite skilled, mount them.

Hiking Groups in Detroit

IN OCTOBER, 1936, the conservation editor of the Detroit, Michigan, *News* proposed the organization of hiking groups throughout the city and announced a hike through Rouge Park for anyone who cared to come. He expected about one hundred to turn out, but more than 2,100 came. Immediately five permanent hiking groups were formed. Health and exercise is stressed, but the hikers visit historic sites; they study birds, trees, and flowers; they trace shore lines of prehistoric lakes and pick up rock containing fossils; and they make friends. Since the first hike three years ago, the enthusiasm of the hikers has increased; and in the place of the original five groups, there are now thirty-nine groups of Detroit people who participate in these Sunday afternoon hikes.

South Contributes to Winter Sports

WHILE the North provides the setting for outdoor and indoor ice and snow sports, the forests of the South supply materials which go into the manufacture of skis, toboggans, sleds, and hockey sticks while an introduced grass, the bamboo, furnishes the ski sticks. Southern hickory, ash, and pine are used in the manufacture of skis, and one of the large ski factories is in the South. Selected hickory and ash logs are exported from South Atlantic and Gulf ports to a number of European countries to be used in the manufacture of ski equipment.

Fishing at Long Distance

THE Long Beach, California, Fly and Bait Casting Club last year participated in a novel inter-club contest. Officials arranged a match with the San Francisco club, and the mem-

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* * * * *

Today, teachers and others in charge of the physical and mental development of the young, realize the importance of developing the *whole* child. "Activities" is the word they use to denote the application of knowledge to experience. Activities catch and hold the child's interest, give him an outlet for his desire to *do* things, enable him to *learn* by *doing*.

* * * * *

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bers of each club used their own local casting pools. Short-wave operators in Long Beach and in San Francisco broadcast results after each casting attempt, and although the competing anglers were five hundred miles apart, the contest was carried on as if it had been conducted at a single pool.

Learning About the Stars — "Field nights" after playground hours, conducted with the aid of the Royal Astronomical Society, gave the children on Hamilton, Ontario, playgrounds a special opportunity to learn about the stars. In its annual report the Playground Commission concludes that the interest evinced by the children warrants continuing the classes next season.

Garden and Flower Courses at the Westchester Workshop — The Westchester Workshop in the county center, White Plains, New York, announces two classes on gardens and flowers under the direction of Mrs. Julia A. Latimer, author of *Inside My Garden Gate*. "Practical Gardening," which began March 20th, will meet two mornings a week. The first five lessons will be given over to the problems of soil cultivation, planting and feeding the seeds, pruning, and similar subjects. The last five will have to do with the layout of the garden, what plants to use, and where to use them. Garden consultation is included in the course for advice of soil, layout, the type of flowers and cultivation suitable to the needs of each member of the class. Mrs. Latimer will also give a series of six lecture demonstrations on flower arrangements. This class, which began March 19th, will hold two sessions a week.

The Library Journal Issues a Garden Number —Recreation workers will be interested in knowing that the March 15th number of *The Library Journal* is a garden issue containing much of interest to recreation workers. Outstanding articles include "Garden Books of the Past Twelve Months," by Elizabeth C. Hall; "The Amateur Gardener's Library," by Sydney B. Mitchell; "Books in a Gardening Community," by Mrs. Anne J. Rymer; and "A Children's Garden in the City," by Ellen Eddy Shaw. One section is devoted to an illustrated presentation of selected garden books, and here are listed new and standard titles appropriate for Garden Book Week, April 1-6, 1940. The recreation director who is

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seeking to keep his library up to date on all phases of recreation cannot afford to be without this issue.

The editorial and general offices of *The Library Journal,* which is published semi-monthly from September to June and monthly in July and August, are at 62 West 45th Street, New York City. Single copies may be secured at 25 cents each.

More About National Music Week—In connection with National Music Week to be celebrated this year from May 5th to 11th, Mr. C. M. Tremaine, Secretary of the National Music Week Committee, requests that recreation workers planning to participate in any way be careful in their notices to the press to make specific mention of Music Week. There are, he suggests, two reasons for this. One is that if this is done the clipping bureau will catch the items and the Committee will be in a better position to know to what extent the week is being publicized. The second reason, which is more important, is that recreation workers will derive greater benefit by associating their programs with the national observance at a time when the country's attention is focused to a larger extent than usual upon the importance of music to the individual and the community.

Recreation workers will find it helpful to secure the material issued by the Committee at 30 Rockefeller Plaza, New York City.

Librarians Meet—The thirty-second annual convention of the Special Libraries Association will be held in Indianapolis, Indiana, June 3-6, 1940. "Utilization of Resources" will be the theme of the convention program which will cen-

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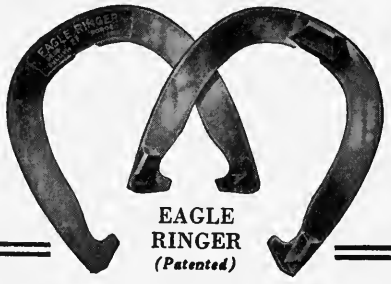

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ter about the association's slogan, "Putting Knowledge to Work." A pre-conference trip to southern Indiana parks has been planned for librarians attending the American Library Association Conference in Cincinnati the previous week, as well as the Special Libraries Convention in Indianapolis. Further information may be secured from Miss Eleanor Howard, Federal Reserve Bank, Cleveland, Ohio.

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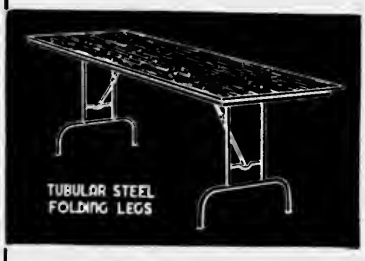

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Children's Gardens

"OUR WREATH this month goes to the National Recreation Association which has recently set up a Garden Service to provide material and technical help in the organizing and development of children's garden programs. Once a child catches on to the fun of gardening, the habit is apt to stick with him throughout life. Especially is this work being carried on in neighborhoods that apparently lacked space for gardens and among people who have never been introduced to the recreation possibilities of gardening. More power to any movement that will make our wilderness slum lots and our waste places blossom with the rose and cabbage!"

This quotation from *House and Garden,* March 1940, refers to the service recently inaugurated by the National Recreation Association which is devoted to the fostering of garden projects in the hope that gardening opportunities may be afforded to more and more people, especially children.

Recreation workers have long recognized the important part that gardening plays in the leisure-time activities of people. Its recreative value under present industrial, social, and economic conditions can scarcely be overestimated. But in spite of the efforts of many organized groups to increase the opportunities for gardening there are still millions of people who, because they lack space for a garden or because they have never been introduced to the recreational possibilities of gardening and the contribution it has to make to a richer life, are denied the opportunity. It will be the function of the Association's new service to lend support to groups now providing garden programs for children and adults and to give what encouragement and guidance it can in organizing new programs, training prospective leaders, and furnishing program materials. The Association is making available the services of a garden specialist to give assistance in organizing garden programs and in training leaders. Bulletins on children's gardens and, from time to time, printed material will be published for distribution.

A garden manual entitled "Gardening—School, Community, Home" prepared by the National Recreation Association to indicate methods of organizing community garden programs is now available. The manual discusses the place of schools, parks, and recreation departments in developing children's garden programs. It surveys the place of other semi-public and private organi-

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Dr. Francis L. Bacon, Principal of the Evanston, Illinois, Township High School says, "The current issue of your magazine came to my desk this week. I carried it home and pleasantly, I believe profitably, too, spent an evening reading the entire contents.

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Nat. Rec.

zations which now carry on garden programs. Ways in which all community forces may cooperate in increasing opportunities for gardening experiences are also considered.

Last year Miss Frances Miner, on leave from the Brooklyn Botanical Gardens, acted as Field Secretary on Gardening for the National Recreation Association. During that period Miss Miner gathered a great deal of material on existing children's gardens. This material has been studied to determine the kind of effort most successful in establishing gardening as recreation. Much of this material has been incorporated in the manual.

Nature Education in the Pittsburgh Parks

(Continued from page 42)

as covered nature trails. The displays are labeled with information concerning the relationship of man to that particular animal or plant, whether beneficial or harmful. With rare exception all displays concern nature materials native to the park or the region. During the past few years collections of living animal and plant life have been added to supplement conventional types of exhibits. Many of the animals are tame enough to be handled, thus adding to their teaching value. Many visitors attracted into the parks for their first visit by these museums have become enthusiastic in their interest in the parks.

Nature Trails and Wildlife Sanctuaries

In addition to a well-organized adult and children nature program the nature education staff serves in other capacities. Many miles of nature trails have been labeled for the convenience of the park visitor and student. These labels have aroused the interest of trail walkers and have caused many to visit the museums and ask questions.

Under the supervision of the naturalist, each of the large parks has in part become a wildlife sanctuary. Wildlife feeding has become a very important phase of the naturalist's duties and it has resulted in a greatly increased bird and animal population. Over a hundred different species of birds have been reported in the three largest parks in the city. The numbers have increased to such an extent that people living on the edge of the parks are reporting more birds are visiting their backyards. Many a walker has been initiated into

Schools of the Out of Doors

(Continued from page 22)

the spring recess. Courses offered in nature games and methods, bird-study, flowers, trees, rocks, land-forms, and insects and related animals. Tuition: $12. Prof. P. Victor Peterson, San Jose State College, San Jose, California.

Pacific Union College Field Nature School. An itinerant field school, with headquarters in Angwin. Four-week session, every even year, beginning about the first of July. Course offered in nature study methods combined with field experience in biology and ecology. Total cost: $60. Prof. Harold W. Clark, Pacific Union College, Angwin, Napa County, California. (Prof. Clark is also director of the *Walla Walla College Field Nature School,* an itinerant school with headquarters in College Place, Washington, and which is conducted every odd year.)

Santa Barbara School of Natural Science. Santa Barbara, California. Two-week session, beginning about the second week of August. Courses correlated around the integral theme of conservation. Tuition: $12. Prof. Harrington Wells, Santa Barbara State College, Santa Barbara, California.

Nature Enjoyment Camp. Cuchara Camps, La Veta, Colorado. One-week session, beginning about the second week of June. Course offered in nature enjoyment. Total cost: $11. Paul W. Nesbit, Walsenburg, Colorado.

nature appreciation by a friendly squirrel who begged for a hand-out.

It must be realized that this brief article is merely a background and short sketch of the Pittsburgh Bureau of Parks' nature education program. The most important duty of the naturalist is the making of contacts with the youth of the community. Through the medium of field trips boys and girls have been taught how to use the parks. The adult program has interested many people in nature as a hobby. Today, through the work of the nature program, despite increased use of the parks, the attitude of the public is improving—they use but do not abuse.

The Nature Program at Our Camp

(Continued from page 13)

ivy and poison sumac, or leave our axe helve or moccasins within reach of the porcupine, at our own risk. These things we can rightly expect our campers to learn if they wish to adventure forth on wilderness trips.

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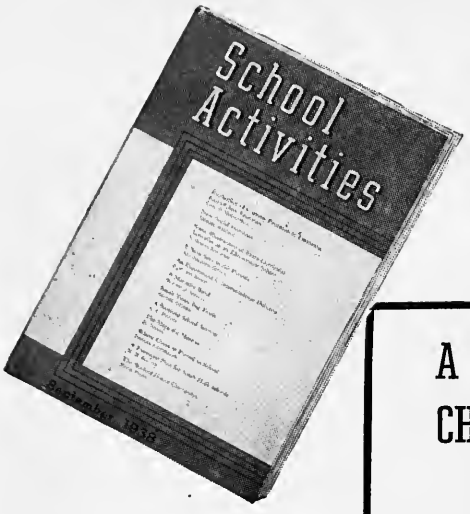
Of course, there are many "methods" which can aid us in introducing our camper to the natural world round about. There are nature crafts and nature games, nature trails and nature gardens, vivaria and aquaria, museums and zoos. But we must be careful not to let the method obscure the objective! Making a fire-by-friction set can be only a woodworking project, or it can be a fascinating adventure involving much nature knowledge. We must have balsam fir or white cedar for the fire board and drill, a maple burl for the socket, a yellow birch limb with just the right curve for the bow, a buckskin thong for the bow string, shredded cedar bark, fine dry grass and tissue thin birch bark for the tinder, and then there is the magic of drawing forth fire from the heart of the tree!

The "scout report" as developed by that master of woodcraft, Ernest Thompson Seton, is one of the most effective methods of keeping everyone's eyes open and encouraging more accurate "seeing." At the daily assembly or evening campfire, we regularly devote a few minutes to "scout reports." Then any camper or counselor who has observed some unusual nature happening reports it. Much of the success of this technique depends,



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C. R. VAN NICE, Managing Editor

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of course, upon the skillful questioning or additional interpretation which the leader provides.

The Campers

In the final analysis, it is the children's interests and enthusiasms that determine the "nature program." Here we have treated of the staff and the natural environment first only because they play such a fundamental role in influencing the campers' interests and enthusiasms.

Fortunate are we when children arrive at camp with interests or hobbies that we can use. It makes slight difference whether the interest is in fishing, gardening, sketching, making fire-by-friction, building lean-tos, stocking aquaria, keeping pets, or playing Indian. Any of these will provide an excellent foundation on which to build a good nature program for the individual, provided there is a skillful, understanding counselor at hand to guide these interests on and out into related fields.

Leaders sometimes become discouraged because some children, confronted repeatedly with beautiful sunsets, splendid vistas or starry nights, pass on apparently unaware of them. It is the duty of the leader to bring children into contact with the interesting and beautiful in nature as often as possible and, without over-sentimentalizing, call it to their attention. When this is done there comes a time eventually when these phenomena suddenly register. Grown up campers of former years often make statements such as "Do you remember the sunset we saw over Ragged Lake Mountain and the way it was reflected from the lake as we hiked back around Parson's Knob? That was the first time I ever saw a sunset!"

We want to build in our boys and girls an understanding of the laws of nature. Eventually we hope they will learn that love of country by a good citizen means, among other things, cooperation with an intelligent care of our forests and grass lands, our soils and waters, our mountainsides and marshes, and of all that dwell therein.

Recreation in the National Forests

(Continued from page 19)

need, low rent organization camps are being developed in the national forests. Such camps are being designed for use by groups whose vacation is made possible through public or organized aid,

and by Boy and Girl Scouts, Camp Fire Girls, and similar groups. In some forests, religious and social welfare organizations with Forest Service cooperation have already constructed and are operating a number of similar camps.

The Ten Regions

To give the most effective service to the public in the transaction of national forest business, the country has been divided into ten regions, with regional foresters in charge, under which are grouped the national forests. Each national forest has a supervisor. The forests are divided into ranger districts which average nearly 300,000 acres, with a forest ranger in charge of each.

Those wishing to take advantage of the recreational opportunities of the national forests should get in touch with one of the ten regional foresters in the continental United States and Alaska. A letter addressed to him will bring a prompt reply to any questions about accommodations, seasons, special regulations, state game laws, or any other matters. Information concerning a certain section of the country is available from the regional forester who has jurisdiction over the national forests in the state where the recreation is planned. The following is a list of the regional foresters' addresses and the states in which their forests are located. Those wishing general information may address either the chief, Forest Service, U. S. Department of Agriculture, Washington, D. C., or the Regional Forester at any of the following locations:

Missoula, Montana—Montana, northern Idaho

Denver, Colorado — Colorado, Nebraska, Wyoming, South Dakota.

Albuquerque, New Mexico — New Mexico, Arizona.

Ogden, Utah—Utah, southern Idaho, Nevada, extreme west Wyoming.

San Francisco, Cal.—California.

Portland, Oregon—Washington, Oregon.

Washington, D. C. — Maine, New Hampshire, Pennsylvania, Vermont, Virginia, West Virginia, Kentucky.

Atlanta, Georgia — Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Puerto Rico.

Milwaukee, Wis.—Indiana, Illinois, Iowa, Michigan, Minnesota, Missouri, North Dakota, Ohio, Wisconsin.

Juneau, Alaska—Alaska.

The national forests are particularly heavily used by those who must find inexpensive recreational opportunities. So it may be stated that national forest recreation offers simplicity, harmony with natural environment, health and enjoyment for the many. That this has "customer-appeal" is attested by the steady increase in the number of those who come to these areas, where recreation is enjoyed on a vast scale without measurable interference with the use of all the other national forest resources.

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State Parks—Centers for Nature Recreation

(Continued from page 27)

indicated a desire to employ park leadership as soon as their budgets permit.

Other State Programs

In Tennessee a state naturalist has been employed. In Massachusetts a program demonstration at the Mt. Tom Reservation has been made successful through the assistance and cooperation of the Massachusetts State College.*

At Bear Mountain State Park, New York, the trailside museums, nature trails and nature program are known to everyone interested in nature recreation.

National Park Service and Leadership Programs

The National Park Service has conducted a successful interpretive program in the national parks for twenty years. The Bureau, in its cooperation with state authorities, has encouraged the promotion of similar programs on the part of state park departments. It is realized by progressive park and conservation leaders that qualified park leadership can be the medium of a greater understanding, a greater enjoyment, and a more likely preservation of our natural areas. It is through such leadership that the lives of the park using public can be enriched by an association with nature.

* Park and College Teamwork: The Regional Review, National Park Service. February 1940.

"Here Comes the Traveling Museum"

(Continued from page 6)

where from 3:00 to 6:00 P. M. Lunch was always cooked in the woods.

An Itinerant Museum

Our feature attraction on the visits to the playgrounds was the traveling museum. This was nothing more than an old car with the back seat removed to make room for our specimens. To aid in the proper display of the collections, a step-like set of shelves was built in the back of the car. On each circuit we attempted to have something altogether different in the museum, which was stocked with live, mounted and preserved specimens. After several visits we found it advisable to take the various animals out of the car instead of letting everybody climb all over the car

in an effort to see what was in it. Each time a playground was visited we discussed a different topic.

Snakes were the topic of discussion on the first circuit. Since there is always something fascinating or interesting about these most misunderstood vertebrates, we felt it would prove a most motivating introduction. Without a doubt it was sensational! After we had finished discussing the economic importance of snakes, ways of telling the difference between poisonous and non-poisonous snakes, what to do if bitten by a venomous snake, and many other subjects, there was no time left to answer all the children's questions. This feature proved popular with all age groups from six to sixty. On one playground a very elderly man, who had just recently gone blind, never missed our nature lore discussions.

To make our discussion more interesting we used two live timber rattlers, one large copperhead, two gartersnakes, one milk snake, one water snake, two DeKays snakes, a large pilot black snake, and a puffing adder. The poisonous snakes naturally attracted the most attention. The rattlers rattled so much that they wore their rattlers through! After the children learned that some of the non-poisonous snakes could be safely handled, I was kept busy watching them.

From that time on I was the *snake man,* not the nature specialist. If there were children standing on the street corners near the playground, when I was in their neighborhood, you could hear them call, "Here comes the snake man," and off they scampered toward my destination.

On the following visits we discussed birds, insects, mammals, wild flowers, trees, and pets, and on the last visit we worked on naturecraft. This included the making of plaster leaf and animal track casts, spatter prints, seed jewelry, bird houses, feeding stations, and strange creatures from various sized evergreen cones.

Nature Lore Week

In an attempt to make the children and adults more nature-minded, we set aside the fifth week of the summer as nature lore week. During this week, each playground held a nature story-telling contest at which each child told an appropriate story. Another feature of the week was a naturecraft exhibit on each playground. Some of our more resourceful leaders held this in connection with a short nature lore program one evening.

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Beauty and the Curriculum

AMONG OTHER of our natural resources which suffered severely in America's endeavor to conquer a continent as quickly as possible was the beauty of our natural environment. Beauty, of course, has always been at least an extracurricular activity at Vassar College. But a recent gift by an anonymous alumna has given beauty, the beauty of nature, a vital place on Vassar's curriculum.

The fund will make possible special work in four departments of the college. The departments of geology, zoology and botany will do special research in the conservation of the landscape and the department of psychology will attempt to determine the psychological values of the enjoyment of nature.

Students will be able in their senior year to undertake special problems on conservation. Students may also work toward a master's degree with a thesis on some phase of conservation. The studies will make a real contribution to the knowledge necessary to the conservationist and they will also aid in preparing the students for professional work in this field.

A prominent reason in the past for conservation has been economy, without too much stress on the human values to be gained from beautiful or attractive surroundings. At the same time attention has been given to the human values inherent in the appreciation of the fine arts. This new work at Vassar will extend the reasons for conservation and it also increases the number of appreciations which are recognized as having positive effects on people.

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program of this type. With the cordial cooperation of our local papers we were able to publish several feature stories a week and many pictures of our special or unusual events. Instead of reaching only the playground public we were able to inform the general public of our program and extend its values.

Perspective in National Park Affairs

(Continued from page 11)

especially well prepared to preserve wildlife and generous portions of wildlife habitat. Unless action is taken now the country will lose forever many native features of flora and fauna which characterized the America of the pioneer settlers. Studies are being made to determine what can still be restored and steps taken to preserve samples of nature's manifestations. Each type is given consideration; the great grasslands of the central plains constitute a special challenge; the desert in its varied forms is coming within the bounds of reservations; the cypress swamps of the south are being investigated for inclusion; the Arctic tundras are scrutinized and distinctive forest types, such as the Port Orford Cedar, are searched with the idea of establishing boundaries for protective purposes.

A division of land planning within the Service gives undivided attention to the coordination of investigative work and the selection of new areas.

Acting while there is still opportunity to acquire the areas for public use, the Service hopes to preserve within a reasonable time many of the natural and historic exhibits with which to tell the story of America. The interpretation of these varied phases of the American scene constitutes a program of enormous proportions. Here is a problem in education that has no exact parallel in the world.

Functions and Methods in National Parks Interpretative Work

I. Objectives
- A. Diffusion of knowledge.
  1. General promotion of conservation.
  2. Advance public appreciation of things American.
- B. Increase of knowledge.
  1. Preserve vanishing data.
  2. Conduct scientific investigation and research in history.

II. Methods
- A. Discover and preserve.
  1. Field and laboratory research.
  2. Make scientific and historic collections.
  3. Ecological restoration.
  4. Historical restoration.
  5. Publish findings.
- B. Exposition
  1. The exhibits program.
     - *a.* Central museums, focal point museums, trailside exhibits, exhibits-in-place, nature trails, historic restorations, historic house museums.
  2. Trailside notes and guide books.
  3. Popular publications.
- C. General information and special instruction
  1. Popular lectures.
  2. Guided field trips.
  3. Auto caravans.
  4. Special schools or classes, public.
  5. Special schools or classes, in-Service training.
  6. Technical advice to administrative staff.
  7. Publications for Service use.
  8. Develop facilities for research.
     - *a.* Biological preserves, organized collections, laboratories, bibliographies and libraries.

Articles on Nature Activities in "Recreation"

ALTHOUGH THERE has never been an issue of RECREATION entirely devoted to nature activities, articles on the subject have appeared in the magazine from time to time. We are listing some of the most significant of these which have appeared within the past few years.

The Successful Nature-Garden Club.....April, 1935
by Karl H. Blanch
Suggestions for organizing school garden clubs

A Civic-Minded Garden Club .....June, 1935
The program of Cleveland's Garden Club

Home Room Gardeners—A Garden Club for Indoors
by Karl H. Blanch .....October, 1935

The Garden Center Institute of Buffalo.....March, 1936
by Mrs. Lloyd W. Josselyn

Nature Education, Social and Recreational..March, 1936
by William Gould Vinal
How may scientific information be applied to present-day problems?

Radishes and Roses .....May, 1936
The Children's Gardens at the Brooklyn Botanical Gardens

Nature on the Playground .....July, 1936
by Elizabeth H. Price

Nature Study as a Hobby .....October, 1936
by William L. Lloyd
The story of a marine museum

Yosemite's Junior Nature School.....January, 1937
by Reynold E. Carlson
A nature lore school for children

Enjoying Nature—What Does It Means?.....May, 1937
by Billy L. Bennett
Suggestions of ways of interesting children in nature

Some Adventures in Nature Recreation....October, 1937
Some of the activities being developed through the recreation program

San Francisco's Junior Museum .....October, 1937

Children's Gardens .....March, 1938
The March, 1938 issue, now out of print, devotes a great amount of space to children's gardens

A Recreation Museum for Juniors.....April, 1938
by Josephine D. Randall

Gardens for Recreation, by F. Ellwood Allen..April, 1938

A Sugar Bush Festival .....April, 1938
Description of a "sugaring-off" party

A Nature Program on a Playground.....May, 1938
Nature program on the Oakland, California, playgrounds

Overlook No Living Thing, by E. L. Scovell..August, 1938
Conservation as "a way of living day by day and hour by hour"

Science Indoors and Out, by H. Henry Platt..April, 1939
Boys' Science Clubs at a Boston settlement

The Newark Museum Nature Club.....August, 1939
by Edward B. Lang

To See What They Can See.....August, 1939
by Julia Anne Rogers

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Parties and Programs For Parents Days . . .

- With Mother's Day and Father's Day approaching, readers of RECREATION will want to be reminded of the booklet, *Parties and Programs for Parents Days*, by Julia Anne Rogers, which contains programs for Mother's Day, Father's Day, and All Family Days. There are complete plans for delightful parties, banquets, school and community center programs. And there are pantomimes, tableaux, sketches, skits, and other source material which will help groups in churches, schools, and organizations of many types in planning programs.

Price $.75 paper bound
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NATIONAL RECREATION ASSOCIATION
315 FOURTH AVE., NEW YORK CITY

Nature Experiences for All

(Continued from page 4)

membership includes many people with scientific interests.

In any review of nature programs an important place must be given to the various educational and conservation organizations that are active in this field. For many years the National Association of Audubon Societies has been an important leader in nature work for children and adults. The Isaak Walton League and the National Wild Flower Preservation Society are illustrations of two other organizations. The private organizations, such as Boy Scouts, Girl Scouts, Camp Fire Girls, and the Woodcraft League have for many years provided outing and nature experiences for their members. Their programs have been built on the normal interest of children in outdoor activities and in their curiosity about the interesting world in which they live. Organized camping was also developed by private organizations, the Y.M.C.A. having been one of the pioneer organizations in this field. Camps generally have a definite place in their program for nature. Through these organizations throughout the year and especially during their summer camp period, millions of boys and girls have had first-hand contacts with nature.

In 1920 the National Parks began a naturalist service. This has been extended until today, through a varied program of lectures, field trips, autocaravans, and museum services, it touches several million visitors annually. States, counties, and municipalities have followed this lead and each year has seen new naturalist services established in parks and reserves administered by these governmental units.

For children as well as adults, nature recreation programs have been offered by governmental agencies. The 4-H program sponsored by the Department of Agriculture makes a definite attempt to develop nature interests and to further conservation through them. The National Park Service and some state and municipal parks have inaugurated activities for children.

Recreation departments, on playgrounds, parks and in community centers, are increasingly including nature recreation as a part of their program. In some instances regular scheduled periods each week are devoted to nature activities. Hobby clubs are often organized around a general nature interest of some special interest such as birds. The program may center around a nature museum which may range from small bulletin board displays to a large museum such as the Marine Museum in Los Angeles with its thousands of specimens and its wide range of activities. Traveling nature displays are sometimes carried from playground to playground as a stimulus to interest in nature. Special activities such as hobby shows, flower shows, zoo days, pet shows are conducted. Nature crafts are often included in the craft or nature programs of playgrounds. Children's gardens have in some cities found an important place for themselves. Day camps as well as extended camps are now sponsored in some cities along with hiking, picnicking and outdoor cookery groups. These activities are but a few of the many directed by recreation departments from coast to coast.

There is every indication of a renewed interest by Americans in the natural heritage that is ours. We are seeing the need to conserve that heritage not only for the economic well-being of our people but for its tremendous recreation value in an industrial world. Organized nature programs are attempts to make available to those who may wish them experiences that will help them appreciate and understand the world in which they live.

New Publications in the Leisure Time Field

Birds in the Garden — And How to Attract Them

By Margaret McKenny. Reynal and Hitchcock, New York. $5.00.

THIS DELIGHTFUL BOOK, which every bird lover will want to know about, gives complete information on how to attract birds to the garden, feed and care for them under all conditions, and get the most out of them not only in terms of song and beauty, but as protection against destructive insects. There are fascinating chapters on how to distinguish birds by their song; how to tame wild birds and make them pets; on bird migration, bird photography, and community bird sanctuaries. The volume is profusely illustrated with photographs and paintings in full color.

Working With Nature

By Eleanor King and Wellmer Pessels. Harper and Brothers, New York. $1.20.

THE BOOK OPENS under the intriguing title, "What's Going on in Your Dooryard?" with a presentation of familiar, everyday creatures introduced in a new light. It is a book about the conservation of wild life, with a section devoted to insects which is most illuminating. "If we are going to become good conservationists," say the authors in their introduction, "we must be able to see that the true interrelationships between animals and between plants and animals are the basic foundations of the balance in nature. The insects are excellent subjects which illustrate this principle. Also, insects are close at hand and available for observation by every school boy and girl, and certainly there are no creatures to rival them in fantastic interest." The author has been highly successful in making the humble insect a most interesting creature. There are many photographs in the book.

Birdhouses

By Paul V. Champion. The Bruce Publishing Company, Milwaukee. $1.25.

AN INTERESTING FEATURE of this book lies in the ingenuity of the author in suggesting household articles from which birdhouses may be made and in recommending materials such as orange crates and apple boxes if better supplies are not available. Construction directions are simple and easy to follow and are supplemented with clear working drawings.

The School Garden—A Laboratory of Nature

By Van Evrie Kilpatrick, A.B., A.M. School Garden Association of New York, 121 East 51st Street, New York. Single copies, $.75.

MR. KILPATRICK'S long association with the school gardens of New York City and with the national movement to promote gardening has given authority to his presentation of *The School Garden.* Along with much detail and practical information on the organization and administration of school gardens and the why and how of gardening. Mr. Kilpatrick has given us the historical background of the movement, particularly of the development of the School Garden Association of New York. Anyone interested in school gardening will find in this booklet a gold mine of information.

First Aid Afield

By Paul W. Gartner. The Macmillan Company, New York. $1.50.

HERE IS A MANUAL which explains clearly and simply the equipment and practical knowledge that everyone should carry when he goes hiking or on field trips, hunting or fishing, swimming or boating. Mr. Gartner tells what to do in case of accident in the backwoods or mountain; how to improvise bandages, slings, and stretchers from crude materials; and how to use guns, fishing rods, or other outdoor equipment in taking care of broken bones. The second section of the book is devoted to common-sense methods of self-preservation in the water, and the treatment of accidents in boating and swimming.

Directory of Camps in America 1940

Prepared by Ross L. Allen. American Camping Association, Ann Arbor, Michigan. $3.00.

CAMPS IN EVERY STATE in the Union and the District of Columbia, in the United States possessions, and in Canada appear in this listing of approximately 5,000 camps. The Directory should be of great value to many groups.

Play Gymnastics

By L. L. McClow, M.P.E. and D. N. Anderson, B.P.E. F. S. Crofts and Company, New York. $3.00.

HERE ARE A LARGE number of very interesting and usable stunts—eight hundred and fifty of them to be exact—for forty arrangements of gymnastic apparatus. They are so clearly illustrated as to make them easy to organize into appropriate gradations of difficulty and easy to teach. There are profuse illustrations.

Bibliography of Swimming

Compiled by Frances A. Greenwood. The H. W. Wilson Company, New York. $4.25.

A FEW YEARS AGO Miss Greenwood compiled an index on swimming under the title "Swimming, Diving and Watersports" which went out of print almost as soon as it was published, so great was the demand for it. Since that time she has devoted all the time she could spare from her work in the Department of Physical Education at the University of Alabama to revising, enlarging, and improving the compilation which now includes material published up to June, 1938. As a result of her research, the literature of four hundred years on swimming and related subjects—the earliest date is 1538—has been indexed in this comprehensive book of 10,000 titles and 608 subjects.

Report of the Chief of the Forest Service 1939.

Forest Service, U. S. Department of Agriculture. Government Printing Office, Washington. $.10.

It is exceedingly encouraging to read in the *Report of the Chief of the Forest Service* of the progress which is being made in the conservation of our natural resources. What is being done to preserve and use to the best advantage the country's forests, some of the problems which are being faced, and interesting facts about community, state, and Federal forests and the ways in which the Forest Service is meeting its responsibilities are discussed in this report.

An important use of the more than 175,000,000 acres of public land in the national forests, states the report, is for human recreation. "Millions of people come to them each year for an hour or a day or a series of days of rest, of relaxation, of inspiration, of seclusion, or sport." In 1938 more than 32,750,000 visits were made to the forests by people from every state in the Union.

How to Tie Flies.

By E. C. Gregg. Barnes Dollar Sports Library, A. S. Barnes and Company, New York. $1.00.

You will find described here the methods of construction used by the professional fly tier which will enable you to make your own flies at home. In the first part of the book the tools, hooks, and materials used in fly tying are described and illustrated. Next the author tells you step by step how to make wet flies, dry flies, nymphs, bass flies, feather streamers, floating bugs, and anglers' knots. The book is concluded with standard dressings for 334 flies.

Rooms of Their Own.

By Emeric Kurtagh, George Stoney, and Walter S. Child. Henry Street Settlement, New York. $.50.

Recreation workers all over the country have been hearing vague rumors of New York City's "cellar clubs" and have been wondering about them. Henry Street Settlement decided to find out the truth about these clubs, and three workers of the staff visited and studied twenty-eight clubs, twenty-two of which were found in cellars. What they learned about the clubs and what they mean to their members has been incorporated in a mimeographed bulletin of 79 pages. "The cellar clubs are with us," states the report. "They will be with us as long as they are the best answer the young people can find to their recreational needs. A good many social workers have come to realize this and are trying to work out ways of helping the clubs to improve—first of all, to regulate their status so the boys will not feel themselves suspected as criminal groups, and secondly, to form contacts with them that will make guidance and cooperation possible."

Training for Recreation.

By Dorothy I. Cline. Obtainable free from the University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois.

It will be valuable to have such a well-organized historical record as Miss Cline has given us of the development of the WPA program for the training of recreation leaders. The fact that many will not agree with all Miss Cline has written about recreation programs conducted outside the WPA will not detract from the value of the booklet as a historical record of recreational developments under Federal auspices.

Nature Encyclopedia.

Edited by G. Clyde Fisher, Ph.D., LL.D. Halcyon House, New York. $2.95.

Formerly published under the title *Nature's Secrets*, this volume represents a complete nature library between two covers. Here under the general editorship of G. Clyde Fisher secrets in many fields of nature are disclosed by recognized authorities. There are sections on birds, mammals, fish, reptiles, amphibians, insects, spiders, flowers, and trees, each profusely illustrated. There is also an interesting chapter on "Color as Seen in the Animal World." "Bird Houses and Shelters" are the subject of another chapter. The text alone of this fascinating encyclopedia covers over 900 pages, and there are more than 500 illustrations.

The American Youth Hostels Handbook 1939.

Edited by Isabel and Monroe Smith. American Youth Hostels, Inc., Northfield, Massachusetts. $.50.

The fourth edition of the handbook of the American Youth Hostels is a novel, attractively illustrated book of 130 pages giving information regarding the eight hostels sections of the country; data regarding hotels; directions for those traveling abroad; and a section entitled "Hostel Maker's Guide," which will be illuminating to those who are not familiar with the details of this rapidly growing movement.

Diversions for the Sick—Occupational Therapy.

John Hancock Mutual Life Insurance Company, Boston, Massachusetts.

This attractive little book, with suggestions for handcraft activities of various kinds, may be secured free of charge from the Life Conservation Service of the John Hancock Mutual Life Insurance Company in Boston.

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Make Way for Progress

We're in a hurry. Really in a dither. A five year plan—a ten year plan. We've made a schedule for progress. The trains of progress must run regularly and on time. It is like a war. *We* have settled it.

It's too bad if people don't want to march that fast. Discard the old model. On with the new. No time to consult with the people affected. We're building democracy. The people would like it if we had time to tell them about it.

Speed up. Speed up. We're in a machine age. No more time for "horse and buggy" in human progress. A whole generation might miss the blessings we feel should be bestowed upon them. We must fly. We're in a hurry. Ding dong. Ding dong. Out of the way for progress.

Would the majority want it? Are they ready for it? Rather, can we slip it by? The people will like it when they know it. We cannot wait.

Ride our horses before they are foaled. Eat our bread before it is baked. Put on our roof before we have dug the foundation. We are in a hurry.

How come? How have we become so wondrous wise, so inspired, so infallible?
How do we know we are so right?

Suppose the people don't like it, don't want it. Suppose the people have an instinctive feeling as to what is good for them.

The way of education is slow.

Discussion back and forth is tedious.

The dream is lost before it is consummated.

We are bored.

Rush. Hurry. Turn on the heat. Bring pressure to bear.

A little force here, a little force there.

It's all in the name of democracy.

The end justifies the means.

Progress cannot wait.

We know. We are sure. We are the people.

Man made the machines.

Man's machine world hypnotizes him.

Food, clothes, shelter come from machines.

Let progress be machine-made too.

Speed. Speed. Speed up the machine. Speed up progress.

We are on our way—we are on the march.

Why should man—the ordinary man have any part in progress, in his own progress?

That's too slow.

We can't wait.

We gallop fast on a treadmill. We get nowhere. The light is not in us. Nothing permanent abides. Only dust and ashes.

Only abides what grows in the hearts and lives of the common men.

Life is in the living of it.

Life is in the working of it out.

Growth and education are slow.

So slow we must be careful not to make it slower.

But men are not forever machines.

Progress cannot be secured by treating them as if they were.

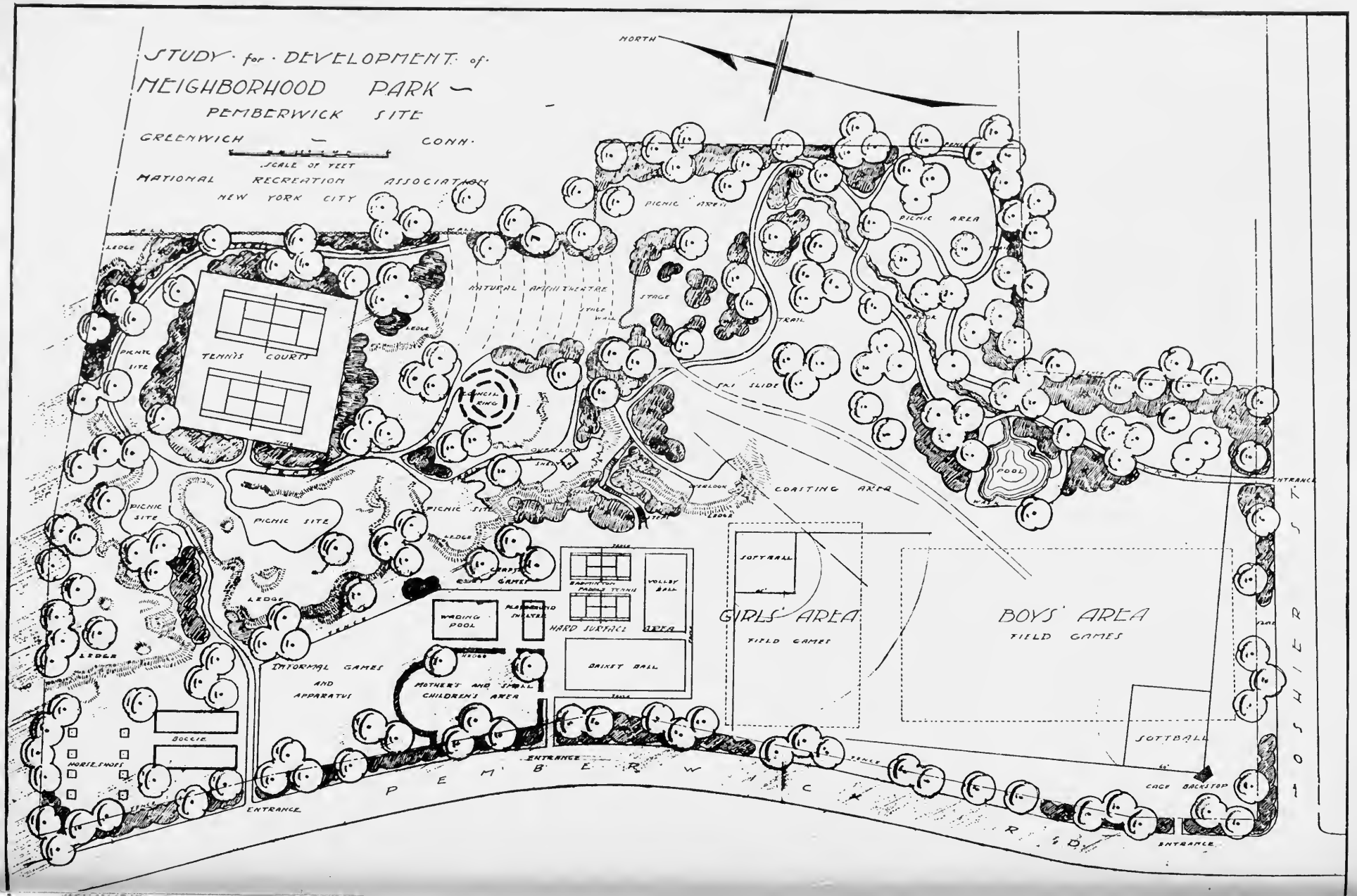
Men instinctively reject progress which they have had no share in creating for themselves.

Better live poor, threadbare, working one's own progress upward, than have rich garments, rare foods and see much greater progress passed out to one by wise men above who wished quickly to build a culture they had decided *would be good* for all men.

Better progress be slow than so fast that men concerned have no part in it.

We shall go faster and arrive sooner if we don't go too fast, if we all go together, if we take time to think, to pray, to grow together, and welcome gladly self-education for others as well as for ourselves.

Howard Brancher


STUDY for DEVELOPMENT of
NEIGHBORHOOD PARK —
PEMBERWICK SITE
GREENWICH — CONN.
SCALE OF FEET
NATIONAL RECREATION ASSOCIATION
NEW YORK CITY
NORTH
PICNIC AREA
PICNIC AREA
NATURAL AMPHITHEATRE
STAGE
TRAIL
BROOK
TENNIS COURTS
PICNIC SITE
COUNCIL RING
SKI SLIDE
POOL
COASTING AREA
PICNIC SITE
PICNIC SITE
PICNIC SITE
LEDGE
LEDGE
LEDGE
LEDGE
LEDGE
GIRLS' AREA
FIELD GAMES
BOYS' AREA
FIELD GAMES
SOFTBALL
SOFTBALL
VOLLEY BALL
HARD SURFACE AREA
BASKET BALL
WADING POOL
INFORMAL GAMES AND APPARATUS
MOTHER'S AND SMALL CHILDREN'S AREA
BOCCIE
HORSESHOES
ENTRANCE
ENTRANCE
ENTRANCE
ENTRANCE
CAGE BACKSTOP
PEMBERWICK RD.
TOSHIER ST.

Preparation for Acquiring Recreation Areas

By F. ELLWOOD ALLEN
Specialist in Recreation Facilities
National Recreation Association

THERE IS nothing unusual in a municipality acquiring land for recreation use by direct purchase. It is rather significant, however, when a town explores the full possibilities of a piece of land and prepares a plan for its development before the purchase is consummated. The Town of Greenwich, Connecticut, well known for its fine recreation facilities, has just demonstrated the feasibility of such procedure.

Citizens of the town at a recent town meeting voted unanimously to acquire eight and one-half acres of land in the Pemberwick section of the town and to develop this area as a neighborhood park. To the casual observer the Pemberwick acres might seem wholly unsuited for playground purposes. The topography of the land is exceedingly irregular. A cliff thirty feet high rises abruptly in the center of the property, forming a heavily wooded ridge broken by intermittent ravines. At one extremity a spring feeds a brook which flows across the property. It is no wonder that a layman finds it difficult to visualize a playground in an area cut in two by a brook and composed of cliffs, ravines, and woods—especially if he thinks in terms of football, baseball, and similar types of outdoor activities. A trained recreation leader, however, could see where many features of the area, apparently obstacles in the path of development, could be put to good recreational use.

For a long time the Recreation Board of Greenwich had believed that the Pemberwick property had unusual possibilities. Well located from the standpoint of population distribution and easily accessible, it was situated in a section of the town that was deficient in play space. The parks of Greenwich are unusual in natural beauty and their accompanying development for human use and enjoyment, and here was another piece of property comparable in beauty to the existing parks in the city which the Recreation Board judged, could be developed to meet the demands of a diversified program for all age groups.

Before advocating the purchase of the area, the Board asked the National Recreation Association for assistance. After a careful study of the property, the Association confirmed their opinion of its recreation potentialities. In order to show the people of Greenwich what could be done with the Pemberwick acreage—should the town desire to acquire it—the Association prepared a plan, and the results more than justified the belief of the Recreation Board. The plan was exhibited in various neighborhood commercial establishments where people could study it and examine the full possibilities. That they approved was shown by their unanimous vote for acquisition of the property.

The plan prepared by the National Recreation Association is shown on the opposite page. It will be noted from the plan that facilities are provided for all age groups and that opportunities are afforded for cultural as well as physical activities.

The section of the site facing Pemberwick Road is graded to provide many types of facilities requiring a level area. At the south end of the property the plan suggests a softball diamond with overhanging backstop and also a large level section for various types of field games such as football and soccer. This section would be devoted primarily to activities for boys. An adjacent section has been reserved for girls' activities, including softball and field games such as field hockey and soccer. The softball diamond has a forty-five foot baseline.

The main entrance to the area is slightly to

(Continued on page 114)

Wise planning interprets a recreation program in terms of facilities. Too often the reverse has been true and many a program has had to adapt itself to existing facilities. Before land is acquired for recreation purposes its full possibilities should be explored. The plan followed in Greenwich, Connecticut, proves such procedure not only feasible but necessary if recreation areas are to be planned for the best advantage of all who are to use them. Commenting on the plan for Greenwich, James Stevens, Superintendent of Recreation, says: "If Mr. Allen's plans are followed, Greenwich will have a most practical memorial to the intelligent services rendered by the National Recreation Association through its specialists."

Now That Day Camping Has Come of Age

Day camping is the happy experience more and more children are enjoying in being transported in the morning to a carefully chosen beauty spot not far from the city, and brought home in the evening after a day of satisfying play. Beginning as an experiment, it has become a highly successful method of introducing boys and girls to the out of doors.

We Look at Day Camping

By MAUDE L. DRYDEN

THE MORE URBAN our population becomes, the more apparent is the need for many varieties of camps. Day camping is the most recent type of camping to find a place for itself in the program, and it is proving successful in filling in the gaps which exist in many camp projects.

News of day camping experiments come from large metropolitan areas and small towns; from densely populated regions to rural districts in the Middle West; from the Northwest, the South, and from nearly every state in the Union. Advocates of the plan represent varied interests, and groups include private schools, private service agencies, municipal and county departments, public schools, and many semi-public agencies. Various combinations of groups are to be found pooling their resources. In Houston, Texas, for example, there is a day camp committee composed of representatives of all agencies conducting day camps—the Y.W.C.A., Y.M.C.A., Settlement Association, Boy Scouts, Girl Scouts, and City Recreation Department. The committee meets once a month from February until the day camp season begins in June. Meetings are held again at the end of the season to discuss the program.

Day camp sites are to be found in usual and in unexpected places — on private camp properties and private estates, in restricted summer colonies, in yards of suburban blocks, in lots and crowded cities, in playgrounds and parks, and on roof tops. One camp in Lakewood, Ohio, is known as the day camp on wheels.

To reach these sites day campers are bound by no one procedure. They may ride luxuriously in station wagons or busses, or they may go to their destinations by using public conveyances. Lacking any of these facilities, they may go afoot!

Day camping, then, is the essence of resourcefulness, and it is this element which as in other types of camping makes it valuable in the education-for-life process. Day camping, following week-end camping, designed to help retain the values of summer camps has come into being to offer opportunities to those who cannot go to organized camps and to make possible the advantages of camping during all seasons of the year. Many leaders are looking forward to the time when camping will be included in the school curriculum in order that all children may have the rich and vitalizing experience camping offers.

Training Leaders

Training for camp leadership has for many years been offered in a number of colleges and universities. Teachers College, Columbia University, is credited with having given the first college course in camp leadership. Other institutions later offered similar courses, with Syracuse University giving a four year course leading to a degree of B.S. in Organized Camping, and with additional study, to a degree of Master of Science in Organized Camping or Master of Recreational Engineering.

At Columbia, Dr. Frederick Maroney, director of the course in camp leader-

Mrs. Dryden, the author of the booklet on *Day Camping,* issued in 1939 by the National Recreation Association, states that information received in answer to inquiries sent cities reporting on organized recreation programs shows that while approximately a quarter of the communities replying do not have day camps, the remaining three quarters are either conducting such camps, and are proud of their accomplishments, or are planning soon to initiate a program. The tone of the responses, Mrs. Dryden reports, was uniformly enthusiastic.

ship, a few years ago included a section on day camping, repeating it the following year with greatly increased attendance. Dr. L. B. Sharp at New York University and Dr. William Vinal at Massachusetts State College each devoted a session of his training course to the topic. WPA in New York City has conducted a fifteen-weeks' course each year for the past six years. The Westchester County, New York, Recreation Commission has for several years held a session on day camping. Other organizations giving attention to this subject have included the New York Section of the American Camping Association, the Camp Directors' Pow-Wows in New York City, the Y.M.H.A. and Y.W.H.A. state organizations in New Jersey, and many other organizations. Sessions on day camping at the National Recreation Congresses have attracted large attendance.

Courtesy WPA, New York City

At the time day camping was beginning to receive consideration, a group of day camp leaders in New York began a series of informal yearly discussions for the purpose of establishing basic principles and of setting some simple but concrete standards. These leaders represented private and public groups in widely divergent parts of the country. A few of the points of agreement and conclusions reached may be briefly stated:

It is the responsibility of day camping to encourage greater familiarity with forms of recreation available in the open country and to give this program a place of equal importance with city planned activities.

Fundamentally day camping is a nature recreation program with a variety of activities relating themselves intimately to this conception. No better means has been discovered to accomplish this purpose than has been built up in organized camp programs; consequently day camps must adhere as steadfastly as possible to camp ideals, and every effort should be made to adapt and apply these practices in whatever circumstances and at whatever season the day camp program is in operation.

As the day camping movement continues its quiet and unobtrusive growth, the one thing essential is the careful, wise cultivation of the possibilities inherent in it. Day camping must have the sound nurture it deserves to make it an increasingly important ally of existing established camps.

We Experiment in Day Camping

By PAT ABERNETHY
Recreation Commission
Raleigh, North Carolina

THE GIRLS who attended our day camp last summer were a real cross section of Raleigh — from college professors' children to habitues of the Juvenile Court—and they all got along beautifully. We worked jointly with the Girl Scouts and the Y.W.C.A., under the sponsorship of the Wake County Council of Social Agencies, and produced a day camp for a month in early summer. Monday was reserved for weekly staff training meetings, and the camp was held four days a week (Tuesday through Friday) from 9:30 to 3:30. For health's sake, the Wake County Health Department sent a nurse to pay a brief daily visit. We never needed her, but it was a comfortable feeling to know that she was available if we wanted her.

In reality we conducted two camps, one for white girls and one for Negroes. The camp for

white children was held at Pullen Park and the adjacent City Armory. The Armory is surrounded by a huge grassy area of two or three acres, and there are plenty of big shade trees — magnolias, water oaks, and others—with branches that bend almost to the ground, making fine little "houses" where our various units could meet.

The leadership for the camp was supplied by the Scouts, the Y.W.C.A., and the Raleigh Recreation Commission, plus two WPA recreation leaders from the playgrounds. The other staff members were volunteers — Junior Leaguers, college girls on vacation, and Scout troop leaders.

The campers were divided by age into three general groups: seven to ten years of age, ten to fourteen, and fourteen to eighteen. These groups were redivided into smaller activity units of ten members, with a counselor for each group. There were more girls in the ten to fourteen age group than in the other two, so that this class comprised about half of the entire enrollment.

Each morning, at assembly, we started the day off with singing and some kind of folk dance such as "Captain Jinks," "Oh, Susanna," or "Ach Ja." and made whatever announcements were necessary. Then we divided into the unit groups for the day's program. We had a similar closing assembly the last thing in the afternoon. The folk dancing and music were an integral part of the program and well liked by the girls.

We tried to make the programs as varied as possible, including land and water sports, arts and crafts, music and folk dancing, storytelling and dramatics. The most popular activity was, of course, the water program. We had three Red Cross instructors in charge at all times, assisted by two or three Junior and Senior life savers. Non-swimmers were taught to swim, and the more advanced swimmers were coached in form and speed or given life saving instruction. The City Commissioner of Public Works was cooperative in our water program. He reduced the swimming rate at the pool to five cents per swim, and the campers brought their own towels. He gave us free use of the boats on the park lake for boating; occasionally the Park Superintendent would invite the whole crew down for a free ride on the merry-go-round! Boating, however, was given only to the older girls, since the smaller ones were hardly strong enough to handle the boats. The younger campers were taken for rides by the water front staff by way of compensation.

We had an outdoor archery range in the park which we used in fair weather. Archery also was reserved for the teen-age girls, and it proved very popular with them. So much interest and proficiency was shown in archery that a Junior Archery Association is being formed. The day camp archery group is the nucleus, and the activity will be sponsored by the Raleigh Archery Association, formed by the Raleigh Recreation Commission.

The only disadvantage about these three sports —swimming, boating, and archery—was that they entailed a quarter-mile hike from the camp site, but at least we got plenty of hiking without labeling it as such!

We had paddle tennis, badminton, and volleyball courts laid out in shady spots, and a ping-pong table was placed under a big elm. Other games such as horseshoes, dodge ball, various relays, and circle games proved popular, and deck tennis took like wild fire. The adjoining softball field could be used by the girls, but we did not play softball, prefering other games and activities.

Various types of handcraft were offered to the girls at no cost to them, for the expense was borne jointly by the three agencies. There was no expensive work, but it was enjoyed just as much as if it had cost a lot. We made plaster of Paris plaques, and painted vases from mustard jars and other containers which the children supplied. Some one gave the Commission two barrels of scrap leather, so we did leather work, making belts, pocketbooks, and caps.

A leader from the WPA Art Center came out twice a week and conducted sketch groups in pencil and water color. Some interesting results were obtained, and some of the work was quite good. The art groups also did clay modeling.

Our nature study project contained the identification and labeling of the trees in the park, and picnickers will now know whether they are dining under a magnolia, a sweet gum, or some other kind of tree. The actual signs were made as a handcraft project, out of tin, with little "roofs" to protect the lettering from the weather. Handcraft was combined with nature study in another form, a bird study game. The younger girls made cardboard birds, colored like birds they had seen and identified, fastened them to sticks and sailed them through the air. Some of the plaque work was done with leaf patterns, as an additional alignment of handcraft and nature study.

We had storytelling periods two times a week. Miss Lucy Cobb, who has written several books of children's stories, came out to the camp whenever we asked her, and told the children some of her stories, the old, familiar ones as well as newer tales. This feature was especially enjoyed by the younger children.

Of course dramatics was a popular pastime, and the girls were given ample opportunity to work out their own ideas. They acted out fairy stories, songs, and simple playlets. Their version of "Ferdinand the Bull" was a gem, and "Cinderella" was lovely. Most of the dramatic production was done out of doors, with good results.

Another interesting feature was the class in First Aid and Home Hygiene given by the local Red Cross nurse. It was taught in a practical way, and we thought it one of the best things offered the older girls.

For indoor activities the Armory proved ideal for our purpose. It is big and cool, with a stage at one end (designed for a dance orchestra), and a piano. We could use an indoor archery range downstairs in the pistol range, and the lavatory facilities are well arranged. On rainy days we had room enough to do anything indoors that we could have done outdoors, although we worked outside as much as possible. The "weather man" was most cooperative about slating bad weather for days when the camp did not meet. Except for excessive heat on a few days, the weather was fine.

For camp closing we had camp all day, inviting the families of the girls to come out for a late afternoon swim or boat ride, a picnic supper, and a campfire program. About one hundred parents and younger brothers and sisters came to enjoy a day at camp.

In general, the same program had been carried out at the Negro camp. The City Commissioner of Public Works made the same arrangements at the City Park for Negroes as he had made at Pullen Park. The Negro girls enjoyed the same activities, with the exception of boating, for there is no lake at their park. There is, however, a beautiful shaded spring near the athletic field, so on a flat bank just by the spring the girls did their outdoor cooking, with all the comforts of home, including running water. The director reported that outdoor cooking was so popular with the girls that some of them asked to cook in preference to swimming!

The Negro staff was exceptional. The wife of the principal of the Negro High School was the director, aided by a fine volunteer staff of teachers and other Negro leaders who served as regular counselors.

The Negro camp was built around an Indian theme, with handcraft, archery, music, and other activities appropriately included. We had only a few bows, so it was necessary to haul them back and forth across town to do duty at both camps, but it was worth the effort. This sport fitted perfectly into the Indian theme, and most of the girls had never had a chance to enjoy archery. They took to it like ducks to water.

The final day of the Negro camp was similar to that at Pullen Park. It was an all day affair, with a campfire program at the close. It was indeed a joyful sight to see all those Negro children dressed in the Indian costumes they had designed, dancing around a fire in front of a handmade tepee and singing, "Certn'y Lawd"!

We ran the camps for a month, from June 20th to July 14th. We had decided not to try the project for too long a period of time the first year, since it was still in the experimental stage. At the end of the season we considered the camp successful in every way but numerically. We had about 150 registered at the camp for white girls, and about 300 at the Negro camp. These figures may be satisfactory enough for the first year of camp, but we did not reach the number of girls in the district who could have been interested. Of course we never had a hundred per cent attendance of the registration. Some girls attended each day through the entire time, some came frequently, and others came for weekly intervals spaced around family vacations and regular camping periods. Attendance at the white camp varied from sixty to one hundred per day, and 175 to 200 at the Negro camp.

The newspaper gave us good publicity, both in news stories and pictures. The radio stations scheduled several talks by prominent individuals, and also plugged the camp at frequent intervals with "spot announcements." By these means we were able to reach a large number of girls who were interested in our program.

The best indication of the success of the day camp came from the comments of the girls who attended and their parents. They said that they wished the camp could have continued

Just as a reminder! Copies of a booklet, *Day Camping,* by Maude L. Dryden, are available from the National Recreation Association at twenty-five cents.

for a month longer. Sweet music indeed to our ears! Because of their enthusiasm, next year we intend to plan the camp for a period of at least two months.

Madison's Day Camp

By DON CHRISTY
Boys' Program Director
Madison Y.M.C.A.

VACATION TIME is close upon us. In a few days thousands of boys and girls throughout this land of ours will be leaving the school rooms for the three summer months. What will they do? Have they been trained to use their leisure time wisely? Can dad afford to send Johnny to camp for even a one-week period, or must he spend his summer playing ball in the heavy trafficked streets of the city with one eye on the ball and the other on the approaching car?

The children from the well-to-do families have an opportunity to go to camp, or spend their time at a resort with Mom and Dad. Children from the "less chance" homes quite frequently can attend the "fresh air" or "sunshine camps" sponsored by social service organizations or service clubs. What about the boy and girl from the average home? Their parents cannot afford to send them away and the service organization seems to neglect them entirely.

In Madison, Wisconsin, the Y.M.C.A. is making it possible for every boy between the ages of nine and twelve to have an opportunity to have the benefit of a camp experience this summer, at a low cost, through the day camp program. The camp will be operated in Y.M.C.A. property on beautiful Lake Mendota just eleven miles from the heart of the city. There ninety boys each day may participate in a wholesome outdoor program under competent leadership. There they may live close to nature, enjoy a well-balanced camp program in a happy and healthful atmosphere.

Consider a typical day at Camp Wakanda, our day camp.

8:00- 8:30—Pick-up time. The boys are picked up in groups at their school playgrounds.
8:30- 9:00—En route to camp—singing as we go.
9:00- 9:30—Clean-up time. Cabins and grounds are cleaned by the boys.
9:30- 9:40—Flag raising—announcements.
9:40-10:15—Free play period (crafts, archery, campus games, etc.)
10:15-11:00—Organized activities by tribes (hikes, crafts, baseball, boating, etc.).
11:00-12:00—Swimming.
12:00- 1:00—Lunch period—songs—announcements.
1:00- 2:00—Rest period.
2:00- 3:00—Organized sports.
3:00- 3:45—Free play (crafts, games, archery, boating, fishing).
3:45- 4:30—Swimming.
4:30- 5:00—Dress—pack up.
5:00- 5:30—En route home.

The program is elastic enough to meet almost any situation that might arise. Several all-day indoor programs are prepared in advance for cold or rainy days. These programs might consist of indoor track meets, stories, stunt hours, progressive games, and the like. The "rainy day" programs proved so popular last year that many of the boys actually looked forward to a cold or rainy day so that they might participate in the indoor events. Breaks in the routine scheduled added zest and pep to the program.

Special events were conducted throughout the camping period to give variety to the program. Some of these are listed below.

Trip to Chicago — zoo and Big League baseball game. (Free tickets were secured.)

A day at Ringling Brothers circus.

Campers' Day — boys acted as counselors, instructors, and Camp Director.

Paul Bunyan Day.

Overnight camping every Friday night.

Canoe trips around the lakes.

The Olympics—sports events of all kinds.

Athletic contests of all kinds with nearby camps.

The boys are picked up in groups at their school playgrounds and taken to camp in an all-steel school bus which is well insured. The song leader keeps the boys busy singing the eleven miles to camp. Each boy is welcomed by a song as he boards the bus.

On arrival at camp, every camper goes to his cabin, makes up his bunk, and helps clean the cabin and grounds. At 9:30, the call is given for the flag raising, the tribe with the cleanest cabin and grounds have the honor of raising and lowering the flag for the day. The boys consider this a real honor and do their best to win it.

During the next period the boys may participate in a variety of activities. Archery, boating, fishing, horseshoes, and crafts and nature hikes prove the most popular. The boys are encouraged to participate in these activities as tribes and to vary their activities from day to day.

Eleven o'clock is swim time and all campers are carefully graded according to aquatic skill. Special areas are roped off for the swimmer as well as the non-swimmer. Each group is supervised by Red Cross life guards. Every precaution is taken to promote safety. Instruction is given to every boy during this morning swim and a carefully worked out system of testing is used to measure progress.

Youthful appetites soon dispose of the home-made lunches. The camp provides a pint of milk for each boy. After the lunches are devoured the remaining thirty minutes is used in the singing of camp songs and announcements regarding the afternoon program. At this time mock trials are also held to handle any disciplinary problems that can be handled by the boys themselves. Other problems are handled individually by the counselors or camp director.

After lunch the boys go to their cabins and rest upon their bunks. This is a good time for story-telling, quiz contests, and planning tribal activities. At first the boys objected to this forced rest period, but after a few days in camp they began to realize they could enjoy the afternoon program more fully when fortified by this after lunch rest.

From two o'clock to three organized sports comprised the program. Here inter-tribe contests of all kinds were held, and occasionally softball, tennis, and swimming contests were held with boys from nearby camps.

Free play followed the organized activities and again the boys had opportunity to choose from many activities.

The afternoon swimming period is as carefully supervised as the morning session. However, no instruction is given, and more water games and free play is permitted. Swimmers always check in and out of the water, by placing their names on the check board in the proper position. The "buddy system" of checking is also used, and several times during each swim period the whistle is blown and each boy holds his hand in the air with his buddy. This double check plus adequate supervision of the roped off swimming area practically guarantee against any serious accident.

Time has come now to pack up and get ready for the trip home. Each boy packs up his belongings, straightens up his bunk, and reports at the flag pole. The flag is lowered, roll is called, and we are off again for the city. The song leader starts off with a peppy song and the boys sing lustily until the last fellow is off the bus.

The Madison "Y" day camp differs from the ordinary day camp in several respects. We use our private grounds, lodge and cabins as headquarters. The cabins are not necessary but they do aid in the program. We also give the boys an opportunity to stay over night on Friday night if they so desire. The boys that want to go back to the city are taken home in private cars by a group of parents.

The camp is not run for profit. Charges are made only for actual cost of running the camp plus a small amount for maintenance and repairs. The fee is fifteen dollars for the entire six-week period, or sixty cents a day for shorter periods. This fee pays for transportation, leadership, maintenance, milk, and program supplies.

Success in the day camp program depends upon the extent of preparations made. A number of experiments and adjustments will be found necessary, but in general you must have pretty well in mind your objectives and just how you plan to achieve them.

Leadership is of prime importance. The counselors should be carefully selected and trained. This type of camping is not just a poor substitute for the regular camp, but rather a new pioneering summer program that can be of extreme value to the development of child life in your community. It is actually harder, in my estimation, to conduct a program of this type than to conduct a regular camp over the same period of time. If you are thinking of experimenting in this field, keep the following principles in mind:

Secure a suitable site. One that has safe, clean water for drinking and bathing, suitable playing fields, good play apparatus, sanitary facilities, a pavilion for shade and protection in inclement weather. The site should be accessible, but not too close to the city. It is important to have that "away from home" atmosphere. It should give the appearance of being wild and natural.

Secure safe transportation. Use all-steel busses rather than trucks. They may cost more, but the liability risk is less. Make certain you have adequate insurance. Use good drivers and drive as cautiously as possible. Start early so it is not necessary to speed to your destination.

Secure good leadership. Train your counselors so that they can contribute something worth while to the campers. Have one counselor for at least ten campers.

Make safety one of your main objectives. Have a nurse or doctor available on short notice. Watch out for natural hazards. Snakes, poison ivy, rough waters, and swamps are dangerous. You can avoid many accidents by close supervision. Have first aid equipment available at all times. It is wise to have each camper examined by a physician before he enters camp.

There is a great need for a continued well-integrated program of education throughout the year. A child's education does not end when school closes in the spring. There is need for a well-planned educational and recreational program during the summer months. The day camp should offer a well-integrated program of science, wood craft, nature study, skill acquirement and body development in the best of nature's surroundings. Camping is definitely a necessary supplement to the life of the city boy if he is to enjoy the fullness of life.

The day camp can make a great contribution to the goal of a well-balanced educational program when properly conducted by competent trained directors.

Nature Camps and Problems

By CHARLES A. HOUSE

FOR MANY YEARS the secrets of nature were concealed from the eyes of our youth. Hazards of various kinds stood in the way, and lack of inspiration on the part of leaders resulted in years of wasted time. Today many of these old obstacles have been removed and day camps, long recognized as valuable, are being enjoyed. It is still true, however, that there are many problems to be solved, and it is with a few of these that this discussion is concerned.

Some of the Problems

One of the first problems in the organization of a nature camp is that of transportation. It is unfortunately true that the majority of good sites for a camp are far removed from accessible points. The desirable big woods are usually outside the city limits. Where this is the case, there is an even more unfortunate fact to be reckoned with. Readily accessible woods are all to often hopelessly vandalized. Birds have long since been frightened away; flowers have been picked indiscriminately; trees have been girdled and hacked by hatchet-wielding brethren, and other acts of vandalism have been performed. As a result, the distant fields are more desirable, and the transporting of lively children to these spots is a problem.

The Recreation Department of the Milwaukee, Wisconsin, School Board, has been fortunate in its solution of this problem. Since Milwaukee can boast of three nature camps it is possible for each playground in the city to offer its children at least one trip to a camp during the summer. Each playground for this purpose is an "A" playground, a "B" playground, or a "C" playground. The children from the "A" playground pay ten cents and assemble at their ground at 8:00 A. M. A bus chartered from the local transport company picks them up and delivers them within a half hour to the camp. This bus then goes directly to the "B" playground where the children have assembled, pay their ten cents, and are ready to leave at 9:00 o'clock. The children are taken to another day camp, arriving between 9:00 and 9:30. The bus then goes to the "C" playground, picking up the children who have been ready to leave before 10:00 o'clock and taking them to the third or last day camp.

The return home is accomplished in much the same way. The "A" group is met by the bus at 4:00 o'clock; the "B" group at 5:00 o'clock at the latest; and the "C" group at 6:00 o'clock. The ten cent fee paid by the children helps defray the otherwise prohibitive cost of transportation and of the bottle of milk given each child at dinner time.

A "chaperone" rides to and from the camp with the group and spends the entire day with the children. She is of tremendous help to the naturalist in charge of the camp, who meets the children as they arrive.

A second problem concerns the actual dissemination of information of nature lore. The amount of information to be given a group is a question depending entirely upon the qualifications of the naturalist. In past years many tours through beautiful woods were conducted by guides with unseeing eyes. Good naturalists

"Children will not tire of watching tiny miracles unfold, nor will they be bored by a meaningful drama stocked with every artifice known to the theater and with many that are not. It is a true saying that 'all the world's a stage,' and it is equally true to say that a good nature leader supplies the ticket of admission to the 'greatest show on earth!' "

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Pageantry on the Playground

The pageants outlined here represent only a few examples and cover merely two types of playground pageants, but they may serve to provide ideas for some community. The National Recreation Association will be glad to receive details of other pageants given on playgrounds so that these experiences in writing and production may be shared through the medium of the magazine or the bulletin service.

SOME PEOPLE feel that there can be nothing new in the way of a pageant; the old ideas have been worked and reworked so many times they have gone stale. Still others are firmly convinced that original productions are bound to be amateurish and not worth the time and training. Many, however, believe that children's pageants on the playgrounds can be original, unusual, effective—and the pageants produced by these individuals prove their belief. The stories provide interesting continuity, and are effective in showing summer playground activities. The pageants emerge as entertainment combined with a demonstration of what children have been doing on the playgrounds.

That others may learn of these interesting pageants and how they were produced, here are the stories of a few of the pageants given on last summer's playgrounds.

Historical Pageants

One type of pageant which can be produced on the playground centers about the historical background of the community, a phase of national history, or an important contemporary event.

Panorama of Nebraska

For example, Lincoln, Nebraska, determined to reproduce the history of the state of Nebraska from prehistoric to modern times for the finale of the playground season in that community.

Story. Huge reptiles were presented against dense tropical vegetation, enhanced by blue lighting effects, to portray the prehistoric period. The next scene was an Indian village and the arrival of the Spanish Coronado. Then came an episode showing the pioneer period, including the entrance of Lewis and Clark into the territory, followed by trappers, the pony express, cattlemen, and stage coaches. The cast then pictured the era of sod houses, homesteaders and the coming of the railroad. After this came a dance of various nationalities which settled in Nebraska, showing folk dances and flags of many nations. The impressive concluding words of the narrator were:

"The arts, the colorful costumes, the visions—the very blood of all these people have been fused together here on the prairies. Though our forefathers came from the forests of central Europe, from Merrie England, from the fjords of Scandinavia, the sunlit shores of Italy, the steppes of Russia, the mountains of Mexico, or the depths of Asia—today, tonight, we are all Nebraskans."

The grand finale was the singing of "My Nebraska" by the cast against a background of a miniature capitol bathed in white light.

Backstage Notes. More than 3,000 persons entered into the production of this panorama: children, directors and leaders from the Lincoln playgrounds; adult aides and actors from clubs, business organizations, the Chamber of Commerce, schools and colleges. The script writers consulted the Superintendent of the State Historical Society for accuracy in historical details. The stage in Pioneer Park, where the pageant was given, was lighted by eighteen 1,500 watt floodlights, taken temporarily from the community baseball diamonds.

Royalty Visits Springfield.

Springfield, Massachusetts, built a pageant about the general interest in the visit of the King and Queen of England. All playground special day acts were combined as though they were arranged in honor of the King and Queen. Their Royal Majesties in this case were the King and Queen of the Springfield Playgrounds.

Story. The pageant began with the embarking of the King and Queen on the cruiser-stage. The rest of the program followed as entertainment planned for the King and Queen while on board. To represent passage of time, the ship's bell rang at intervals, the watch was changed, taps were sounded. A comedy scene centered about a mop brigade scrubbing the decks to the tune of "Nola." Inspection came in the form of a military tap dance, and Training Period was represented by tumblers and fencers performing to music. Recreation Hour brought the stewards and stewardesses together in a tap dance. After an informal

sing, a pantomime ballad, "The Arkansas Traveler," and an eccentric dance by Raggedy Anne and Andy, the Recreation Hour ended with a grand promenade.

Next pirates came aboard, took possession of the ship, and did a dance. After the sailors regained control, there followed a hornpipe, ballroom sequence, Virginia reel, and a stately minuet. The pageant ended as the watch reported "Land O" and the ship arrived at dock in a closing chorus of "God Bless America."

Backstage Notes. The stage was a ship, 125 feet long, built by placing four grandstands and several other platforms together. The front of the boat was painted an aluminum grey and lettered in black. Flags were strung from the top of the 45-foot mast to the bow and stern. A movable gangplank connected the field and the boat; it was removed by a ground crew immediately after the opening scenes. Runways served as entrances and exits for the various acts. A chorus of 125 persons, seated on the bleachers in the stern, carried the theme of the pageant with their songs; two Federal Orchestra Units from the WPA Music Project supplied the music from their position on the stage. A Log Book, four feet high and three feet wide, was made on one city playground by the children. Two sailors turned the pages, and the book illustrated each act and served as a means of announcing the numbers. Aside from the calls by the sailors on watch, there was no speaking of lines in the pageant. The flags, the ship's bells and whistles served to give a gala setting for the royal program. Over 550 children participated.

Fantasy and Fairy Tales

Fantasy and fairy tales provide a theme for a charming pageant, one which the children really will enjoy producing.

Underseas Ballet

Oak Park, Illinois, presented a whimsical pantomime which included dances by snails, lantern fish, frogs, tadpoles, and seahorses in an "underwater" pageant.

Story. The setting was an enchanted garden under the sea where lived the Queen and the Mermaids who had stolen the memory of Robin, a little boy lost under the seas. Inky, the Octopus, brought Robin a playmate (Susan) from above the ocean to console him. Susan persuaded him to try to escape, and they went in search of Robin's memory, for without it he could not remember how to swim. They visited the Sea Witch's Grotto, and the Sea Witch finally told them that Robin's memory was hidden in a shell guarded by the Shell Maidens. They found it, and with Inky's help they escaped from the Queen and the Mermaids.

Rip Van Winkle

Kenosha, Wisconsin, gave the story of Rip Van Winkle an interesting twist in its production on Kenosha playgrounds.

Story. The story of Rip Van Winkle's unfortunate sleep was faithfully portrayed in a play-pageant. Van Winkle was characterized as a man who loved to teach children games. When he returned from his adventure, he told the children:

"While I was asleep on the mountain top, I had the most wonderful dream! I dreamt that in every town, every hamlet over this land . . . even in the country, playgrounds would be laid out for the children, and there would be leaders everywhere to show them how to play wisely and well. I dreamt in particular of one playground—way out West where the Indians are now roaming—and this is how it looked to me. . . ."

After this speech, the lights on the background faded, and in the foreground the children from various playgrounds danced, sang, did stunts, and played games to demonstrate how the playground program is carried on in Kenosha.

The Woman in a Shoe

Cleveland, Ohio, used a nursery rhyme to show community playground activities and the two speaking characters—the Playground Leader and the Old Woman Who Lived in a Shoe—told the story in verse.

Story. The Playground Leader acted as master of ceremonies and introduced the pageant. He explained that he happened past the Shoe in which the Old Woman in a Shoe lived. She was distraught because the children were mischievous and wouldn't behave. She said:

"They simply won't behave at all,
They won't go to bed, nor come when I call.
This happens regularly every day. . . ."

The Leader advised: "My dear lady, what they need is *organized play.*"

Then the Leader gathered the children together for singing games, folk dancing, line games, and active games. He demonstrated playground activities by calling out groups of children for tap dancing, a jug band, and choric speaking. The Old Woman was delighted with the Playground Leader's suggestions, and the pageant ended as the children assembled for a grand finale and closing song.

The Kidnapped Captain

The pageant presented in York, Pennsylvania, is reminiscent of a Gilbert and Sullivan operetta told in verse and mixed up with a modern comic strip character.

Story. Captain Sour Puss of the Ship Smile-No-More would "have no nonsense." After he stopped the crew from dancing and put them to work, Popeye entered and persuaded the crew to "kidnap the Captain" and elect him commander of the ship. The crew clapped the Captain in a pickle barrel. Popeye suggested that they take "a trip to the good old U.S.A. just to see how folks live and play the American way." He reviewed the story of "how us Americans learned to get so much fun out of life." In this way Indian dances and games, pioneer dances, a cowboy comedy rodeo, a parade of 1890 bathing beauties, a cycling parade, and a mock baseball game were brought on the stage.

The Captain decided to reform; he rechristened the ship "Smile-Some-More," and the pageant ended with a playground theme song written by a junior high school boy.

Backstage Notes. The stage represented a sailing vessel, constructed so it could be rocked up and down by pulling a string. The effect was bizarre for the part of the ship below water line was painted to show strange fish, mermaids, an octopus or two, and seaweed.

Claire and the Nutcracker

Oppenheimer Playground in Sunbury, Pennsylvania, produced an unusual pageant written around the brief story and interesting music of the Nutcracker Suite by Tchaikovsky.

Story. The sequence was related by a mother who sat with a group of children at the front of the stage. To the original story, which involved only the grandmother, little Claire, and the nutcracker who became a prince, were added many other characters. Claire, a maid of Brittany, received the nutcracker from her grandmother for a Christmas present. During the night the Mouse King and his followers battled with the lead soldiers which had prevented them from raiding the kitchen. The mice were routed when Claire threw her slipper at the King. The nutcracker turned into a prince, for he had been cast under a spell by the Mouse King, to be released only by his death. Claire and the Prince went to the kingdom of Queen Flora (the prince's mother), but misfortune overtook them. While the Sugar Plum Fairy entertained them with a dance, two black mice kidnapped Claire. The rest of the story concerned the Prince's search for Claire in the lands of Siberia, Araby, and China. The pageant concluded with their reunion and the appearance of Queen Flora, who welcomed Claire into her kingdom.

Backstage Notes. The shift from narrator to play was accomplished by a blackout. The stage was built at one end of a tennis court, with four platforms arranged at different levels — two on each side, forming a wide V with a smaller platform at the apex. By this arrangement, the action could be shifted rapidly from one part of the stage to another. A blue cyclorama was used as a backdrop. The scenery was constructed by both young and older boys in the wood-working department. The problem of costumes was easily solved. Some young teen age girls showed an interest in sewing, so they rented a sewing machine, organized into groups, and assisted the younger children in making costumes for the pageant.

The original decision to center a pageant about the Nutcracker Suite resulted from a desire to stimulate a greater interest in good music. The children became so interested in listening to the music long before actual rehearsal began that it was necessary to buy a duplicate set of recordings.

A Storytelling Festival in Salt Lake City

Each summer for the past twenty years there has been a storytelling festival in Salt Lake City, and it is an annual feature eagerly awaited by children throughout the city.

The 1939 festival was held the middle of July at sunset on the large center lawn at Liberty Park, the city's largest park. Here is the picture the visitor sees which is typical of the setting and action characterizing the festival each year.

Twenty-five storytellers dressed in costume are seated around the four sides of the large broad lawn. Each tells a different type of story. A large banner made of cambric and painted announces the type of story to be told. For fairy tales, for example, there is a picture of a fairy and underneath it the word "fairy."

The children come from all parts of the city with their parents, and it is a thrilling sight to see the thousands of people flocking from all directions through the park to the center lawn. On arrival, the children select the type of story they wish to hear and join this group, sitting on the

lawn in front of the storyteller, listening with rapt attention to the story.

The festival starts promptly at seven o'clock and lasts an hour. A bugle announces the beginning of the festival, and every ten minutes the bugle is blown to tell the listeners that it is time for them to move to another story group. This procedure continues during the entire hour.

At eight o'clock a story suitable for adults and of interest to all is told. Since the entire group assembles for this, loud speakers are necessary and a platform high enough to make it possible for all to see. During the past two years the Recreation Department staged a puppet show instead of telling adult stories.

A great variety of stories are told — Indian, pioneer, western, jungle tales, fairy tales, Arabian Nights, Peter Rabbit, sea stories, Irish and Chinese folk tales, and many others. The entire gamut of children's interests is represented in the stories selected. The Recreation Department checks on the stories in order to avoid duplication.

The storytellers are the best available, and school teachers and playground leaders are invited to tell the stories. After twenty years along list of storytellers has been built up.

No one, of course, can hear all of the stories, but with such a wide variety told there is something of interest to every child—to boys, girls, and older children. Parents, too, seem to get as much enjoyment from listening to the stories as they do from watching the pleasure of the children.

The Recreation Department provides the costumes, the banners, and the stories for the storytellers, and is in charge of all of the details of this delightful festival in which 3,000 children take part.

Philadelphia's Festival Projects

For the past four years the Playground and Recreation Association of Philadelphia has closed its summer season with a festival depicting the settlement of Philadelphia, chronologically shown. Last summer the festival, called "Play Marches On," was a review of cultural and athletic recreation during the hundred year period. All the costumes and properties were made by the children on the individual playgrounds, and an exhibit of them was held on each playground prior to the festival. Seven playgrounds and tot lots took part in the festival.

Before the final presentation in the open air theater at Pastorious Park on August 23rd each playground put on its episode for the neighborhood in which it was situated. Because of the fact that baseball was celebrating its one hundredth anniversary last year, of particular interest was a baseball game at Friends Select Playground in which the players were costumed in the period of a hundred years ago and the present, the team from Quaker Playground representing the modern group and Friends Select Playground, the first one organized. This episode proved a highly entertaining one and one which newspaper photographers found of special interest.

On August 23rd the following program was given under the direction of Elizabeth H. Hanley:

Part One—Folk Festival

Songs—Dances—Playlets
Procession and Entrance
Salutation Song—God Bless America

1. Ridgeway Playground
   Indian Games and Dances; Italian Dance — "Tarantelle"; American Dance—"Southern Melodies"
2. Ethical Culture Tot Lot
   Punch and Judy Skit; Bohemian Dance—"Strasak"; Slavic Dance; Polish Dance—"Crocovaca"; Scotch Dance—Highland Fling
3. Blankenburg Tot Lot
   Virginia Reel; Mountain March
4. Quaker Playground
   Three Finnish Dances: "Runtiben," "Stigare," "Schottiche"
5. Kensington Tot Lot
   Singing Bee: "Cape Cod Chantey" (then); "Let's Sing Again" (now). Dances: Old French Quadrille; Morris Jig — "Greensleeves"; American Square Dance; Swedish Folk Dance; Windmills; Les Chanx, French Singing Games
6. Elinore Tot Lot
   Irish Dance; German Dance; England Singing Game; Solo—Polish Polka
7. Friends Select Playground
   Danish Dance of Greeting; Robin Hood Play

Part Two—Sports and Games

Friends Select Playground
   Then: Boxing; Wrestling; Bowling; Baseball
Quaker Playground
   Now: Boxing, Wrestling; Baseball
Blankenburg Tot Lot
   Now: Boxing
Ethical Culture Tot Lot
   Now: Boxing; Wrestling

Part Three—Finale

Elinore Kohn Tot Lot
   Play of St. George and the Dragon
Kensington Tot Lot
   Pantomime—Pierrette and Pierrot
Recessional March

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A Tribute Through Play

For the past two years the playgrounds of America have observed Joseph Lee Day. This year July 26th has been designated as the day on which the memory of the "Godfather of Play" will be honored in cities large and small.

ONE DAY next summer, July 26th, parents and children will gather at the nation's playgrounds to pay tribute to a man who built his life about one theme: children must have a place to play. They honor Joseph Lee, who could say modestly (even as he viewed the growth of playgrounds in the quarter century in which he spread his philosophy of play as a leader in the recreation movement): "I didn't start playgrounds. . . . I was surprised to find that they were not used, and I worked to secure leadership for them." That others did not esteem his service so lightly was shown during his lifetime and also in the immediate response to the establishment of National Joseph Lee Day two years ago.

General public recognition of Joseph Lee's contribution to American life is increasing steadily The most striking evidence of this is an article "Godfather of Play" from the *Christian Science Monitor* which appeared in *Reader's Digest* in January 1940. The article, excellently written, received unusually wide recognition. In addition, a radio address by Dr. Frank Kingdon, President of Newark College, had a wide hearing over station WOR and the Mutual Broadcasting System.

The celebration of Joseph Lee Day last year proved one of the great days on the playgrounds. Observances varied from simple stories to elaborate pageants. Salt Lake City, Utah, conducted special services on its playgrounds and depicted the life of Joseph Lee by pageant and play. The girls of Elmwood Park in East Orange, New Jersey, presented a pageant of playgrounds as they used to be and playgrounds as they are today. York, Pennsylvania, had a traveling storyteller who took a story play to each play area. Lafayette, Louisiana, concluded the day with a demonstration of playground activities at the community center. Mt. Vernon, New York, conducted a play day, and the participating children came from Yonkers, New Rochelle, White Plains, Port Chester, and other communities of the county.

One of the most unique observances was held by the Union County, New Jersey, Park Commission. During the day there were pageants, plays, and storytelling based on the life of Joseph Lee which were "most impressive and of a real character-building nature." As a climax 485 children simultaneously released colored balloons from the playgrounds. Each of the 485 balloons carried a return postcard containing the name of the child, the object of the celebration, and space for the name of the finder, the date, and the location in which the balloon fell. Seventy-two balloons were returned to playgrounds, some carrying friendly messages to the children and the department. The longest flight was 71.5 miles.

The Lions Club sponsored the balloon flight and supplied the gas with which playground workers filled the balloons. Each child paid three cents for balloon and postcard.

This simple but striking activity can be duplicated on almost any playground.* Movie news photographers will probably be interested in taking pictures of the display, and the balloons themselves will carry the message of Joseph Lee Day far beyond the city or county limits.

From these scattered examples can be drawn a picture of the celebration from coast to coast in hundreds of cities. Letters from recreation executives and their recent annual reports describe in enthusiastic terms some of the experiences of the day and their plans for this year's commemoration.

Los Angeles voted early in the year to observe Joseph Lee Day and Recreation Week, and plans are now under way.

Mr. Alfred O. Anderson, Director of Physical Education and Recreation in the St. Louis Schools, states: "For the past two years we have celebrated Joseph Lee Day on all of our seventy playgrounds and as far as we are concerned it has become a fixture. It is the only program during the summer to which we invite some outstanding speaker from the community to speak to the group on the playground. It has meant that the playgrounds have gotten some fine publicity and it has meant that some of our leading citizens have had a close-up view of what happens around the playgrounds. . . . You may count on St. Louis to give extensive

* Details are available from the National Recreation Association or the Union County, New Jersey, Park Commission.

cooperation in the observance of Joseph Lee Day."

Josephine D. Randall, Superintendent of Recreation in San Francisco, writes of Joseph Lee Day in that city: "Major activities for the coming year will center in the stadium adjoining the recreation building on Treasure Island. Last year almost one thousand representatives from San Francisco's various playgrounds participated in games and folk dances that Joseph Lee enjoyed. It was an inspiring and fitting observance. Since this is the last time we shall have an opportunity to observe the day on Treasure Island our committee wishes to duplicate last year's activities there."

Tentative plans for the celebration in San Francisco also include radio talks over local stations, memorial windows in department stores, posters at playgrounds and recreation centers, and individual playground observances. The Recreation Commission will publish a memorial issue of the *Recreation Bulletin,* which has a circulation of over 1,450 copies. Arrangements are being made to dedicate the Sunday symphony concert scheduled for July 28th to the memory of Joseph Lee.

Suggestions for Joseph Lee Day

Those communities which have made no definite plans for the celebration of National Joseph Lee Day on their playgrounds will find the following activity suggestions helpful.

Exercises

A community night dedicated to Mr. Lee, demonstrating activities that he liked—folk dances, games, and songs. There could be a brief tribute to him and a talk on the development of local recreation.

Exercises at the naming of playgrounds or other facilities for Mr. Lee.

Special exercises on the playgrounds.

Exhibits

Framed tributes to Mr. Lee.

Material by and about Joseph Lee and community recreation in libraries before and during the day of the celebration.

Model of first playground built in local community.

Photographs of Mr. Lee displayed in offices, community centers, and schools.

Festivals

Favorite games, songs, drama, folk dances, and sports of Mr. Lee. (See helps available.)

Pageants and Plays

Fashion show displaying sports costumes of earlier days in contrast to those of today.

Pageants depicting steps in the playground movement or in Mr. Lee's life.

Playlets or skits featuring episodes in Mr. Lee's life—such as his starting Columbus Avenue Playground in Boston because he felt that children were being "arrested for living."

Story hour on playground or in library devoted to Joseph Lee.

Playground Activities

Essays about local playground needs.

Essays or poems about Mr. Lee.

Model of first playground of community.

Poster contest on Joseph Lee Day.

Projects, possibly competitions, in painting or drawing objects or scenes on the playground or in the center.

Permanent Memorial

The greatest tribute to the father of the playground movement is a permanent memorial to him in every community — some play or recreation area named for Joseph Lee. Take up this suggestion early with the proper authorities.

Possible dedicatory areas and structures:

- Auditoriums, gymnasiums, etc., in fieldhouses and community centers
- Beaches
- Community Centers
- Fieldhouses
- Golf Courses
- Parks
- Park Gardens
- Playfields
- Playgrounds
- Public Schools
- Swimming Pools
- Tot-Lots
- Trees
- Wading Pools

Publicity

Plan the publicity for three periods—the build-up, the day itself, and the follow-up. Types of publicity are given below.

Handbill or mimeographed statement about Joseph Lee Day for children to take home. In addition to relating plans for the day, it should explain who Joseph Lee was and why the day is set aside in his honor.

Newspaper features, editorials and straight news stories about the local celebrations, incorporating data about Mr. Lee and the recreation movement. The occasion may be used to review the progress of local recreation.

Pictures of commemoratory exercises.

Pictures of laymen who have served the local recreation movement.

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Doing It the Joseph Lee Way

By SUSAN LEE

IN LOOKING OVER the material for Joseph Lee Day and thinking over the various plans which are being made, I have tried to keep in mind what my father would have liked to see, himself, and what ceremonies seem to best express him and his philosophy.

I think a simple, spontaneous, local expression of play, in its various manifestations, is the best kind of material. That activities and ceremonies should be real and first-hand, from the point of view of the children taking part, seems to me of first importance, and as a corollary to this, that each community should work out its own program so that it expresses that particular group or locality, and not somebody else's conception — a vital point, both from the point of view of the creative, or play spirit and that of democracy. The songs and dances, plays and pageants should have joy, simplicity, and beauty for both participants and onlookers. Anything which is forced, or artificial, or secondary should be avoided. One of my father's characteristic sayings, used with another connotation, but equally applicable here, was, "Don't tie on the flowers, water the plant."

As to the more personal and direct memorial aspect, my father believed in the value of symbolism, of making our national heroes and ideals visible, although he would have declined the hero role for himself. But even here, it was the spiritual and true value behind the man or the ideal which seemed to him important, as witness the pageants put on by Community Service on Boston Common, for the Fourth of July which sometimes had no direct connection with the Declaration of Independence. He always went, although he was never living in town at that time, and in these pageants took the keenest pleasure and delight, rejoicing in the beauty of the setting, with the lights reflected in the brimming Frog Pond. Perhaps in this connection it is only fair to state that I think he believed, also, in the more direct form of civic ceremony, provided it avoided what he called "eagle screaming" and "123½ per cent Americanism."

My father loved and believed in parties and "occasions." In our own family we celebrated all the festal days and holidays, or most of them. May Day, important in *his* youth, was one of them, when rising at six we crept downstairs to decorate the family breakfast table with fruit boughs and early violets, and hang May-baskets on neighboring door bells. On Washington's birthday we stood in line to shake hands with the Governor in the Hall of Flags at the State House. On Decoration Day, as Memorial Day was always called in our Boston childhood, we watched the G.A.R. decorate the Soldiers' Monument on the Common (when we were older following them to the services in Tremont Temple where the Gettysburg address was read) and laid our own bunches of buttercups and daisies on the St. Guaden's monument of Robert Gould Shawn leading the First Colored Regiment. Decoration Day meant much to my father, who remembered as a small child having black bows pinned on his shoulders on the day Lincoln was shot.

One year we want to Concord on the 19th of April to see "the rude bridge that arched the flood" and remember "the shot heard round the world." And the red letter day of the year, almost more exciting than Christmas, was Thanksgiving Day, when we all gathered, our family clan of one hundred or more, at the house of a great-aunt, and old and young played games, the same rollicking, breath-taking games they had played from time immemorial, when my father was a boy, climaxed by Going to Jerusalem, a special family brand of that well-known trip, which consisted in going all over the house, from attic to cellar, in a long "snail" led by an old gentleman with white side-whiskers, and a cane, who had been the leader for fifty years or so, shrieking as we whizzed through the long dim corridors, skidded around the corners, and ran down the steep kitchen stairs—when the line had broken—to catch up to the line in front, and finally emerging in the great hall where we joined hands and danced around in one huge circle. In between whiles, there were birthdays, and Sunday picnics, and singing

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Miss Lee, a member of the Board of Directors of the National Recreation Association, shares with us these memories of her father in the hope that they may contribute something of Mr. Lee's spirit and philosophy to the planning of the programs for Joseph Lee Day.

An "All-Purpose" Dance Costume

THE RECREATION DEPARTMENT of the Memphis Park Commission embraces in its year round program weekly, or bi-weekly dancing classes for girls of all ages. These classes are held on the playgrounds during the summer season. In the fall, winter and spring, the classes are held at the various community centers, and in playground neighborhoods where no community center is available, the school facilities are used for after school recreation.

A feature of these dancing classes is the "all-purpose" dancing costume, the chief assets of which are color and price. Color is placed first, as the distinct turquoise blue shade not only makes the costume different from the usual pinks and blues, and identifies every wearer as a member of the recreation dancing class, but it blends nicely with both interior and exterior scenes. The price of the costume is under fifty cents.

The material is a fast broadcloth, which a neighborhood store in each community is glad to handle, obtaining their stock from a Memphis wholesale house, which, in turn, makes a special order of the lovely blue shade of broadcloth for the Recreation Department. The material retails for about fifteen cents a yard, and two or three yards are sufficient for a costume. The pattern is simple—a fitted bodice with square neck and short puffed sleeves, a circular skirt eight inches above the knee, and matching bloomers.

A mimeographed letter, with pictures of the costume, a sample of the material, and directions for making, is given each child. In addition a newspaper pattern is supplied on request. This pattern, in sizes 6, 8, 10, 12, 14, 16 years, is sent out from the Recreation Office to each community center director who issues it to the mother of the children, either as a loan or as a pattern base from which the mother cuts her own pattern, or material, in the center.

The costume is worn by the children in their regular afternoon dancing classes. It has the added advantages of being entirely presentable on the street or playground, thus enabling the child to dress at home and avoid making a change in the crowded community center dressing rooms. In addition to improving the appearance of the class, its psychological value is evident. The children feel the added prestige of a uniform dancing class and strive for perfection in their dances and exercises.

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The picture at the left shows a little girl of Memphis attired in one of the "all-purpose" dance costumes designed by the Recreation Department. The same young lady appears at the right dressed in the same costume, but now a sash, a cap with skull and bones, and a pair of boots have completely changed the simple costume, and it is the dashing ensemble of a pirate bold! It may, with equal ease, become an Indian costume.

That July Party!

Perhaps you have never thought of July as a party month. If this is the case, you will be surprised to learn of its possibilities.

By LISBETH HIBARGER
Normal, Illinois

JULY IS A jolly month for parties with so many possibilities: July Fourth, Dominion (of Canada) Day, Pied Piper Fun, Scrambled Birthdays, Nature Lovers' Fiesta, and Favorite Games. Why not try a little of each?

Choose the loveliest, shadiest spot you can find outdoors, and plan for games that will not require too much effort, for the weather is liable to be hot. Ask each guest to be ready on call to direct the playing of a favorite game.

Some Appropriate Games

When your friends arrive, pass a tray of leaves cut from green and white paper. Use a real oak, tulip, or maple leaf for a pattern and number each color alike from one to the number of half your guests. When all leaves have been drawn, ask whites and greens to work in pairs on contests as you announce them.

Patriotic Contest — The Battle of Yorktown. Announce that the last battle of the Revolutionary War is now to be fought. Pass each guest four paper sacks graduated in size: quarter-pound, half, one, and two-pound. Call two or three couples at a time, depending on the size of your group. They are to stand in pairs, blow and burst the sacks in the order of size, beginning with the smallest. Give them two minutes. All pairs that succeed in bursting all sacks in order within time limit may mark score on leaf: A-8. A couple that blows only five sacks will score A-5, and so on.

Dominion Day. Announce: "Canada was born July 1, 1867. We are are about to celebrate the birthday of our great neighbor. Players will please sit in circle. Green 1 beside White 1, and so on." Pass pencils, sheet of paper, and shingle or chipboard for paper rest. Give time limit for answering the following:

1. Which is older, Canada or the United States?
2. Exactly how much older?
3. Which is larger, Canada or the United States?
4. What is the name of Canada's flag?
5. What is the capital city of the Dominion?
6. What is the largest city?
7. What large river belongs to both countries?
8. What grain makes Canada famous?
9. What two languages are spoken chiefly?
10. For what clothing product is Canada famous?

Answers for your checking: 1. United States. 2. 90 years, 11 months, 27 days. 3. Canada if we do not count Alaska. 4. The Union Jack. 5. Ottawa. 6. Montreal. 7. St. Lawrence. 8. Wheat. 9. English and French. 10. Fur.

The score is marked B-10 if all are correct. The first three to finish are given honor ranks. For example, if a couple finishes first with eight right, the score is B-8-1.

Pied Piper Fun. On July 22, 1376, we are told, the Pied Piper drove all the rats from Hamelin Town in Brunswick. Then, because the mayor and the councilmen went back on their promise, he piped another tune which led all the children but one little lame boy away beyond the hills where they were never seen again. You or some friend who reads well and plays a flue, harmonica, or other mouth instrument may read or tell Browning's story of the Pied Piper. Then let your players, hand in hand, line up and follow the piper who performs funny antics as he leads them about. All who are caught failing to do as he does are called and must drop out. Every couple left at the end of a timed march scores C-10. The Piper should change actions often and make it difficult to follow. The host may appoint judges and give them the score for their service. If the Piper can wear a hat with a tall feather, it will add to the fun.

Poppy Fun. Some say that the poppy is July's flower, others, the water lily. Pass papers, and announce a designated amount of time to see which pair can write the most words beginning with *pop*: as, popeye, population, popular. When time is up have the longest list read. Give honor ratings. If Pair No. 3 had longest list, 20 words, the score is D-20-1. If the next highest is 16, the score is D-16-2.

Scrambled Birthdays. Many famous people were born in July. The name in the first column is followed by the reason for fame which is numbered in the second column. But the numbers with careers are badly scrambled. Rembrandt was not President of United States; he was a Dutch painter. See who can put the proper career number in front of the name, as 4*a*, Rembrandt.

a. Rembrandt ..... 1. President U. S.
b. Elias Howe ..... 2. Novelist
c. Sir Joshua Reynolds.... 3. Folk-song writer
d. David Farragut ..... 4. Dutch painter
e. John Paul Jones..... 5. Naturalist
f. John D. Rockefeller..... 6. Roman general
g. Nathaniel Hawthorne... 7. Oil king
h. Isaac Watts ..... 8. Auto manufacturer
i. Calvin Coolidge ..... 9. Hymn writer
j. Henry Ford .....10. Dutch ruler
k. Simon Bolivar .....11. Sea captain
l. Jean Baptist Corot.....12. Landscape painter
m. Henry David Thoreau...13. American admiral
n. Julius Caesar .....14. Inventor, sewing machine
o. Stephen F. Foster .....15. South American patriot
p. Wilhelmina .....16. English painter

Answers: 4*a*. 14*b*. 16*c*. 13*d*. 11*e*. 7*f*. 2*g*. 9*h*. 1*i*. 8*j*. 15*k*. 12*l*. 5*m*. 6*n*. 3*o*. 10*p*.

Score: number right and honor point, as E-14-1. means first through with 14 out of 16 right.

Mother Nature Quiz. Read the question. Those who answer with *one* correct word score. Pairs take turns beginning with 1 and forfeit chance to try again in case of failing until questions have gone the rounds. Pair must stand together to answer while others sit.

1. The flower that gives opium (Poppy)
2. A bird that rules and angles (Kingfisher)
3. A berry that names a fowl (Gooseberry)
4. A nut that is found in a dairy (Butternut)
5. A tree good for all kinds of weather (Umbrella)
6. The flower for tea time (Four o'clock)
7. A berry that names a race (Blackberry)
8. The tree that is good for chewing (Sweet gum)
9. A tree that is neat and trim (Spruce)
10. A wild flower that names a month and a blossom (Mayflower)
11. A flower that names two girls (Rosemary)
12. A water plant that means not sour and a patriotic emblem (Sweet flag)
13. The mathematical tree (Plane tree)
14. A plant that is part of the eye (Iris)
15. An evergreen that names part of dress and part of door (Hemlock)
16. A tree that names a state and a beverage (Kentucky coffee)
17. A vine that contradicts itself (Bittersweet)
18. A bird that names a color and a letter (Blue Jay)
19. A flower that is part of a wedding outfit (Bridal Wreath)
20. An herb that names a small coin and is kingly (Pennyroyal)

Each correct answer rates two points. A couple with three right scores F-6. If you prefer, hand out this list written or typed for all and score as in B. Now have players add scores, each sign name, and write his favorite game on leaf under name. Collect and have committee check while refreshments are served.

Refreshments

Serve angel food or other white cake with vanilla ice cream on blue plates with red mints and loganberry punch. Use patriotic motif in napkins.

After serving, present favors to winners (you will have fun selecting favors at the Five and Dime): 1. Picture showing summer scene or copy from July artist. 2. Box of firecrackers. 3. Chocolate rat. 4. Booby prize to lowest score — fancy balloon to be launched at once. 5. Consolation prize—candy corn or small mints to all.

Announce leader who directs the favorite game as time allows. You might close with a song-fest.

Planting a Garden. In another interesting guessing game similar to the Mother Nature Quiz previously described, the leader prefaces each of the following with the query: "I planted a ..... What came up?" In each instance the answer must be the name of a plant or flower.

1. An angry wise man (Sage)
2. Cupid's arrow (Bleeding Heart)
3. Days, months, and years (Tyme)
4. Christmas Eve (Star of Bethlehem)
5. Orange blossoms (Bridal Wreath)
6. Contentment (Heart's Ease)
7. Star-Spangled Banner and Union Jack (Flags)
8. Cinderella at midnight (Lady's Slipper)
9. What a married man never has (Batchelor's Buttons)
10. Sad beauties (Blue Bells)
11. Claws and a roar (Tiger Lilies)
12. The flower of Flanders Field (Poppies)
13. Cathedral bells (Canterbury Bells)
14. A box of candy (Candytuft)
15. Grief (Weeping Willow)
16. A sermon (Jack in the Pulpit)
17. A Richmond caterpillar (Virginia Creeper)
18. What you find on the top of a mountain (Snow on the Mountain)
19. A cuff on the ear (Box)
20. A kitten (Pussywillow)

Safety Versus Lawsuits

Safety has ceased to be a purely moral obligation and is a legal duty, breach of which is attended by liability for damages. So will you have safety in your recreation program or lawsuits?

By WAHLFRED JACOBSON

GOVERNMENTS engage in two principal types of activity: governmental and proprietary. Under the head of governmental activities are those functions incident to sovereignty: making and enforcing police regulations; prevention of crime; preservation of the public health; prevention of fires; care of the poor; and education of the young. The buildings and instrumentalities necessarily used in connection with the performance of these functions are likewise classed as governmental.

Proprietary functions may be generally described as those of a private or business nature. An example of proprietary activity is the manufacture, distribution, and sale of gas to the public. Another example is the maintenance of an auditorium rented out at a price to private groups for dances, meetings, and the like.

Recreation, publicly supported, organized, and directed, is obviously a governmental function. Its intimate relation to the public health is self-evident. That it is likewise closely identified with public moral and political health seems, upon reflection, equally clear.

Originally all governmental functions were carried on under the maxim: "The King Can Do No Wrong." It was argued that this doctrine was an essential and integral attribute of sovereignty. That he should be held answerable to his subjects for injury suffered by them because of his acts was considered unthinkable. It was fine if he governed wisely and well. But if he did not, nevertheless it was his "right divine . . . to govern wrong."

This doctrine still persists in the United States, but not in its full original vigor. Defenders of the doctrine in this country so far as it applied to municipalities, at least, evolved the ingenious argument that government should not be held liable for injury to its citizens because payment of damages worked a misapplication of public moneys. Answering this, the proponents of a liberalized attitude answered that it was logically unjust to require the burden of governmental activity causing injury to fall on one person, or group of persons, instead of being shared by all; especially in those activities such as road laying-out and road building where great benefit resulted to the public at large.

The Constitution of the United States made this answer: ". . . private property (shall not) be taken for public use, without just compensation."

The Constitution of California followed this principle, later being amended to provide that compensation should be paid not only for the "taking" of private property, but also for the "damaging" of private property for public use.

The next step in this chain of legal development soon followed. Judges, law writers, and lawyers began asking this question: Isn't it absurd to provide that the government can't take or damage the property of a citizen for public use without just compensation, but, on the other hand, can injure his person or destroy his life without liability to justly compensate him or his heirs therefor?

By 1911 the question had become important enough in California to command the attention and consideration of the legislature. The result was inevitable: the maxim "The King Can Do No Wrong" was restricted in its application by statutory enactment. It would serve no useful purpose to trace the history of this legislation. For practical purposes the year 1923 may be taken as the starting point in this discussion and the year in which safety ceased to be a purely moral obligation, but became, as well, a legal one.

The 1923 statute provides that cities, counties, school

Because the subject of liability for accidents is an exceedingly important one on which comparatively little literature is available, we are very glad of the opportunity to publish this paper, which was presented by Mr. Jacobson, an attorney of Long Beach, California, before a group of California recreation workers.

districts, etc., shall be liable in damages for injury to person or property caused by the dangerous or defective condition of its public streets, buildings, property, etc., in those cases where the governing board or body having authority to remedy such condition had notice or knowledge thereof and failed, within a reasonable time after acquiring such knowledge or receiving such notice, to either remedy the condition or to take steps to protect the public from injury therefrom.

This is the basic statute under which most directors and leaders operate. There are also certain provisions in the School Code particularly applicable to teachers, but time will not permit a discussion of them. Suffice it to say that their purpose is to make playgrounds and play activities safe.

You will observe that the liability thus imposed is a restricted one. But for practical purposes you would do well not to rely upon the restricted nature of the liability, but to treat it as unrestricted. This, for two reasons: there is a tendency on the part of the legislature to move toward greater liability; and the attitude of courts and juries is, generally speaking, to take a broad, liberal view of the matter — that is to say, the attitude of most people is that there should be liability, not that there should not be, and that this liability should be as broad as individual, private liability.

One obstacle that must be overcome in safety work is the lack of knowledge on the part of recreation executives and directors, of the existence of this statutory liability. Most of them learned their profession and served their apprenticeship when there was no liability. They must first acquaint themselves with this altered situation before any measureable progress can be made in safety work.

There is a very practical situation in connection with safety. If recreational functions are not carried on safely, lawsuits will result; if lawsuits result, money that could, and perhaps would, be spent for recreation purposes, will be expended in defense of these suits and in payment of judgments; if the amount of such payments and expenditures becomes large, two results follow: the impairment of the recreation program, since money spent in litigation is, of course, not available for recreation; the possible abolishment of the recreation program.

To people engaged professionally in this type of activity it often comes as a great shock that the general public is not completely convinced of the necessity of organized public recreation, publicly financed by tax moneys. A considerable number of people regard recreation activity as pleasant, but not necessary—at least not one for which they would willingly make a real financial sacrifice. Another group, by no means inconsiderable, feel that it is a form of modern folly, a device by means of which many well-intentioned but impractical and perhaps lazy people get pleasant jobs at good salaries. In this group are officials, as well as private citizens whose voice and vote carry weight. . . . So long as recreation does not become burdensome financially their opposition remains more or less inactive; but let recreation become burdensome financially and this opposition will be galvanized into action. And it will be an intelligent, focused opposition by men who know what they want and how to get it.

If you are to do safety work on a scale commensurate with your activities you must have a definite program. The job can't be done at odd times by overworked executives and directors; it can't be done grudgingly; it can't be done sporadically; it can't be done by some person unfit to do anything else and therefore assigned to do safety work. It's a big job, an important one. Regard it otherwise and you invite disaster.

The problem of safety starts with personnel. Roughly speaking, you have two classes of personnel: professional and non-professional. The professional personnel is comprised of executives, directors, supervisors, activity leaders and teachers. The non-professional includes mechanics, repairmen, janitors, watchmen, sign painters, and caretakers.

Professional Personnel Must Set Example

Obviously, you must start with the professional personnel. A janitor is not likely to be impressed by safety talks given by a careless director. The professional personnel must provide both the example and the leadership in safety. So start at the top. A considerable acquaintance in the past five years with recreation executives and directors, led the writer to evolve this axiom: that recreation executives and directors are safety-minded in inverse proportion to their ability as directors. Why?

In the first place, many of the present-day executives and directors learned their profession in the pre-1923 liability period. Hence, their professional training did not include a study of the

liability situation nor of safety in its relation to the liability problem.

Those who learned their profession subsequent to 1923 and prior to 1932 were likewise not taught liability. The reason was that the public as a whole were indifferent. Business was good; wages were high; the full force of the business collapse of October 1929 had not yet been felt. Consequently the individual citizen bore the expense of injury to himself or his family out of his own pocket.

"You may rest assured of this: either the law will make you safe, or you will make yourself safe. The law will do it by imposing greater and greater liability upon you, with consequent ever-mounting costs. You can do it yourself by resolving to conduct your activities safely. If safety is achieved by law, you face the possibility of the destruction of your program; if safety is voluntarily achieved, you disarm your enemies, convert the indifferent and fortify your friends in their support of your work."

All that is now changed. It is a real tragedy for the average family to have one of its members suffer injury on a public recreation ground. Doctor and hospital bills become major financial disasters. So people after 1932 began to inquire of lawyers whether there was not some redress for them. And they found out that there was. So the suits started coming in and tens of thousands of dollars have since been paid out in claims settled out of court, attorneys' fees, court costs and judgments. Students now qualifying themselves professionally for public recreation work are doubtless now being adequately trained in the liability aspects of their profession. If not, they should be. And those not in school, must get that training now. The liability is here; and the public is aware of it; it is an invitation to disaster to ignore it.

Another reason why there is a lack of safety-mindedness on the part of executors and directors, is that the more skillful one is in his vocation or profession, the less he fears injury therefrom. Skilled steel workers walk with sure tread on narrow beams hundreds of feet in the air. To the unskilled and untrained such conduct would be suicidal. Directors and leaders of recreation activity are usually highly skilled; they have the sureness and confidence that goes with the possession of such skill; they likewise often fail to appreciate that a public recreation program is for all the people, not just the trained athlete.

Here is an example: during the recent extremely hot weather in Los Angeles County when hundreds of people were made ill and many died because of the unbearable heat, it was reported that a certain coach put his men through a hard football practice, including scrimmage. If that is so, the question immediately arises: why would a coach subject his young charges to such an ordeal? Well, in the first place, the superior physical condition and maturity of the coach might well cause him to fail to appreciate the inferior physical condition and immaturity of his charges. In the second place, the coach would have additional protection in his greater maturity. If he experienced sensations that warned him of impending danger, he would stop — but would the young men? Probably not. They would feel that it was not manly to quit, so, Spartan-like, they they would carry on until permanent injury resulted.

Suppose for a moment, it was your son who came home on a stretcher, his heart permanently damaged, and perhaps his whole future career blighted by overexertion in the hot sun? Would you inquire as to whether or not there was some redress in law for you and your son? You know the answer: you most certainly would; and not because of any belief that your son was intentionally injured. Not at all. But you would feel that the injury caused by the thoughtlessness of the activity leader should be compensated, if such be legally possible.

Among the professional personnel, try to create a safety personnel. In any large group you are almost sure to find one person who is naturally safety-minded. If you have such a person in your organization, relieve him, as much as possible, from regular recreation activity duties. Create a safety position for him. You will be better off with such a man than with some outside safety man, because he fully understands your problem. He talks your language and understands and shares your aims and purposes. An outsider is apt to require impossible things.

So much for your professional personnel. Later the non-professional personnel will be briefly discussed, but at this point the writer believes the question of equipment should be considered.

After you have appointed your safety man, give immediate attention to equipment.

Next, Equipment

First, purchase the best equipment obtainable and then keep it in good working condition. The

big manufacturers of playground equipment generally make good equipment. They have had a wide experience and have a reputation to maintain. If you are involved in a lawsuit they will come to your aid with expert testimony.

If you build your own equipment, make a careful study of standard equipment, check its results in actual operation, and then construct it, carefully and well. Then observe it in actual operation on your own playgrounds. If any defects show up, correct them, even to the extent of dismantling the equipment and redesigning and rebuilding it. Don't take anyone's word that it is suitable — actual operation is the best test and it is the one the courts will be most interested in. You will find it impossible to convince a court or jury that a playground device is safe when injuries are proved to have occurred frequently upon it.

Second, after you have purchased good equipment, check its operation to see if it is really safe. Be slow to change standard equipment. It is a good idea to consult the manufacturer before making a change. Be sure to consult your safety man. If there is an attorney assigned to advise you on legal problems, consult him. He will be liability conscious and may see liability factors that the rest of you have overlooked.

Sometimes standard equipment can be improved by slight changes. Manufacturers are not infallible. In Long Beach an open link swing was greatly improved by welding the links so that dresses and shorts could not be caught in the open portion of the links. The improvement came about after a little girl broke her arm on one of these swings and, in the lawsuit which followed, the Court commented that these open links constituted a defective and dangerous condition, since they tended to open wider with use.

Long Beach had another favorable experience along this line. Certain playground equipment had bolts and nuts to hold the seats in place. In the new equipment heavy coats of paint obscured the fact that the end of each bolt extended beyond the nut. Head injuries occurred for which there seemed to be no adequate explanation. But as the paint wore off the answer became apparent. The threaded ends of the bolts extended as much as a half inch beyond the nut. The nut was a collection of flat surfaces with sharp edges. It was these jagged protuberances which were causing the head injuries. In addition, as time went on a "ragged" effect occurred, causing tears in clothing and hands. The remedy was simple. Mechanics made a "half-dome" installation so that the nut and bolt hugged the object closely and the rounding of the bolt and nut and the cutting off of the protruding bolt made a smooth, snug-fitting job. Torn clothing and hands were at once eliminated, as were also lacerated scalps. An occasional bump on the head still resulted, but this was not due to the equipment but rather to carelessness of the child in raising his head against the under side of the seat.

On the other hand, a change was made in one city in a playground device which made it dangerous. There was a device known as the "Ocean Wave." It can best be described as being a merry-go-round with an undulating up and down circular motion. Without consulting the manufacturer, this device was changed into a standard merry-go-round. To accomplish this a mechanic put an iron collar on the upright center pole, fastening the same with a bolted protuberance about four inches thick. A little boy got his leg down between the center pole and the iron band to which the seats were attached. When the merry-go-round came to the protuberance, it kept on going and the little boy sustained severe fractures of the leg. The case was settled out of court, but everybody was the loser: the city, because of the money it paid, and the boy because he will always have one leg shorter than the other. So be careful of changes.

When your equipment problem has been solved by either buying or making good, safe equipment, the problem of keeping it that way arises. It can best be accomplished by an adequate system of inspection, including prompt repairing or dismantling of defective or dangerous equipment.

Your safety man should make a good inspector. However, the mechanic who makes the repairs can usually be trained to do this, if the system is properly designed.

There should be a set routine of inspections. Certain devices should be inspected weekly, others bi-weekly, others monthly. A printed inspection and repair form should be prepared, with each sheet containing the inspection rules. That serves a double purpose: first, it is an ever-present reminder to the inspector-repairman as to what is required of him; second, if you get to court you don't have to find a rule book and then prove that the inspector was familiar with it and followed it.

Grade your equipment conditions into four classifications: "A", "B", "C", and "D." Then on the bottom of each sheet print your definition of

those terms. For example, "A" means "excellent." By excellent is meant practically perfect. "B" means "very good." By very good is meant in good workable condition, needs no repair now but will in a month. "C" means "poor." By poor is meant that the equipment is on the borderline—it needs immediate repair. "D" means "bad." By bad is meant that the equipment is unfit for use. Immobilize it until further orders. By such a system you put responsibility on the inspector and you know whom to hold at fault if the inspection has not been properly made.

On this report should be a space for the inspector to state what he did and what the condition was when he finished making the repairs.

Next, repeatedly switch your inspectors, if you have more than one. Also inaugurate a system of "spot" check-up inspections. These devices will prevent "routineness" from creeping into the work. That is an ever-present danger in inspection work. Here is an example. In the swing case referred to previously, the inspector had inspected the swing twenty-four hours prior to the accident and his report showed all links completely closed. Yet twenty-four hours later the little girl broke her arm when her shorts caught in an open link as she prepared to alight from the standing-up position in the swing. Evidence showed that the link was only slightly less than three-eighths of an inch. Did the Court believe the inspector? It did not—holding, and properly so, that a steel link the thickness of a pencil would not open that much in twenty-four hours of ordinary use.

The Non-Professional Personnel

Now, for the non-professional personnel—janitors and caretakers chiefly. Here is a great source of liability. These workers lack the professional training your professional personnel has had; likewise they lack interest in the work being carried on by the professional personnel. Their work is usually monotonous and there is a tendency for them to become introverts. The job, unfortunately, attracts introverts and the work, so often done alone, increases the natural tendency to introversion. That means that your professional personnel must watch them closely and insist upon safety.

Janitors and caretakers often feel that their work is unappreciated. One remedy for that is to point out the many ways in which their work is important. When they leave rakes on the ground with the tines up, point out to them that someone may step on the tines, receiving a cut on the foot, and a head injury from the slamming of the rake handle.

When they clean toilets they can be reminded that a wet soapy floor is dangerous. That it is important can be shown them by collecting statistics as to accidents that have occurred by reason thereof. In one year, one city had claims and damage suits totalling some fifty thousand dollars due to falls on wet, slippery toilet floors. You will usually obtain a most gratifying response from those employees once they feel that their work is appreciated and that they occupy a vital part in the safety program of your department.

The trash burning problem is in their hands. They must not leave burning trash until it is dead, unless the trash is so completely insulated from the playground area that it is well-nigh impossible for anyone to get hurt. And that condition rarely obtains. In Los Angeles County a few years ago a little girls dress caught fire from a "dead trash fire," severely injuring her, and causing heavy damages to be awarded against the school district. On appeal the Court said that it required no argument to show that the burning of trash while little children were playing in the vicinity was of itself and without any further evidence, negligence.

Then there is the upkeep of playgrounds. A tennis court should be smooth, or play forbidden thereon. A tennis player is not obliged to look at the court constantly to see that chuck holes and obstructions do not trip him and break his leg. Many times a caretaker will keep the court in good shape, but disregard the adjacent areas. A tennis player running to the service line to return a ball certainly does not go into a no-man's-land of danger when he does that. So watch the

To provide protection for young men engaged in vigorous athletic schedules on the Los Angeles playgrounds, a plan for accident insurance has been worked out by the Playground and Recreation Department which gives protection for the duration of the athletic season. In event of an injury incurred while participating in regularly organized schedules of competition, hospitalization and medical service are provided. The cost of this protection is $1.25 for most sports, and $2.50 for football and baseball. The Municipal Athletic Federation administers the plan. It is thought that eventually more than 15,000 young men will share in the plan.

outside areas into which players can reasonably be expected to go in playing the game.

Then there are grass areas, such as the outfield of a softball or baseball diamond. To keep the grass watered is a big job. To facilitate doing this job janitors and caretakers frequently get a city mechanic to install sprinkler pipe connections. These are submerged in cup-like depressions. The difficulty is that a player running to field a ball steps into the cup, is thrown to the ground, and breaks his leg. Yet the problem is simple of solution. The cup should be completely closed when the sprinkler is not in use. Such an installation will not increase the cost of the plumbing very much and will reduce, if not entirely eliminate, accidents of this type.

"Of course no safety program can be devised that will produce an accident-free playground. But a good safety program will reduce accidents to a minimum and should entirely eliminate those caused by any defective or dangerous equipment, property, playgrounds and the like. And this much you must achieve!"

Now as to playground areas in which janitors and caretakers are not primarily in charge.

Additional Sources of Liability

Swimming pools are a source of liability. In one California city there was a lake in a park used for swimming. The banks of this lake were steep and slippery, the water varying in depth from six to fifteen feet. The approach to the banks was smooth and grassy. A little boy seven years old was found at the bottom of the lake in fourteen feet of water. There were no barriers or fences to keep him out of the water. The Court took the view that the lake was an invitation to the boy —that he wasn't expected to know its depth or that the banks were steep and slippery and that if he fell in there wasn't any human way in which he could pull himself out. The Court further said that this condition was totally unnecessary, was very careless, and there was no justification for its existence.

Then there is the situation of a playground safe enough in itself, but made unsafe by neglectful supervision. The trash burning incident has been adverted to. Recently a case arose where the playground teacher permitted boys to ride bicycles where little children were playing. One day a bicycle struck a little girl and broke her leg. A judgment was given to the little girl for damages and an appeal taken. The judgment was affirmed. To the contention of the school district that the child didn't have to play there, the Court answered that the child had a right to play there; that that was what the playground was for, not for bicycle riding; that if the person in charge saw fit to allow such a dangerous situation to develop, then the district would have to answer in damages for such carelessness. So it is clear that a playground safe in itself can become dangerous and unsafe by reason of permitting it to be improperly used.

Another source of liability is that caused by other departments of the city. Repairs must frequently be made by a department other than your own. These employees sometimes act as though another department of the city government is a foreign country, with whose problem they have no concern. Therefore you must watch these people closely and, if you find unsafe practices being followed, make a written protest to the executive head of the city, and, in addition, point out to the foreman or other person in charge, why you feel that the work is being done in an unsafe manner.

For example, suppose repairs or improvements are being constructed which require the use of an extremely hot viscous liquid. If the work is being done in areas over which you have jurisdiction, check the work to see what protection is being given children. Is the container put as far as possible out of the reach of small children? Do the workmen keep a sharp outlook for children who may be attracted to the container and its contents? When the day's work is done, is there a securely fastened lid on the container? Is there a night watchman on the job? Is the container so barricaded that it would be difficult for any but a most persistent child to get to it?

Now the men who work with these materials will tell you that your insistence on safety hampers them in their work; they will tell you it is "impractical" which is the historic retort of non-professional people to professional people. It is supposed to be a most devastating argument. Usually it has not real meaning other than as a confession of inability to think in other than set patterns. Such a situation occurred in Long Beach. The writer had repeatedly urged that the hot stuff containers be provided with hinged covers with padlocking arrangements on them so that, when not in use, the contents could be reached only by breaking the lock and prying open the lid. Assurance was solemnly given the writer that such an arrangement was "impractical," "wouldn't work,"

and "would raise the cost of the work to such heights that a city would be unable to operate."

One day a boy eleven years old stuck his right hand in the uncovered, or loosely board-covered (there was a conflict of evidence on this point) container. He did this after work for the day had ceased. Terrible burns resulted and a permanent injury in the form of a "talon" hand (because of its resemblance to a bird's claw) resulted. This boy was intending to be a surgeon and his education for that profession had been assured by a wealthy lady who had taken a liking to him. He will never be a surgeon, thanks to his injury. Nor will he ever be able to follow any other occupation requiring manual skill and dexterity.

What did the Court think of this situation? It is a pity the thorough tongue-lashing given the city for its negligence and disregard of duty to the public cannot be printed and distributed to every city employee in the state. The Court included in its analysis of the situation a statement that the very least that should have been done was to put permanent hinged and padlocked covers on the containers. Result: a hinged and padlocked cover was designed and installed on all hot-stuff containers. Inquiry as to the effect of the same upon the efficiency of operations elicited the reply that no appreciable lessening of efficiency could be observed.

So, where repairs are made, insist that safety rules and practices be observed. If you cannot compel your suggestions to be followed, protect yourself by an immediate written report to the executive head of the city or district by whom you are employed. If it is very urgent, telephone your report and follow it immediately with a written one. Action such as this will save you much trouble and grief, will bring safety to the attention of the executive head of the city, and, best of all, will save the lives and careers of some fine boys and girls.

Signs Are Important!

Then there is the matter of signs. When the making and installing of signs is suggested, two stock suggestions for their wording are invariably made: (1) "Not Responsible for Accidents"; (2) "Use at Your Own Risk."

Of course such signs are absurd. They are valueless insofar as children under the age of twelve are concerned. Again, they do not accurately state the law and consequently breed contempt and disregard for all signs. The law defines your duty and your liability. How absurd it would be if you could escape your legal duty by a sign saying, in effect, that you choose not to be thus obligated!

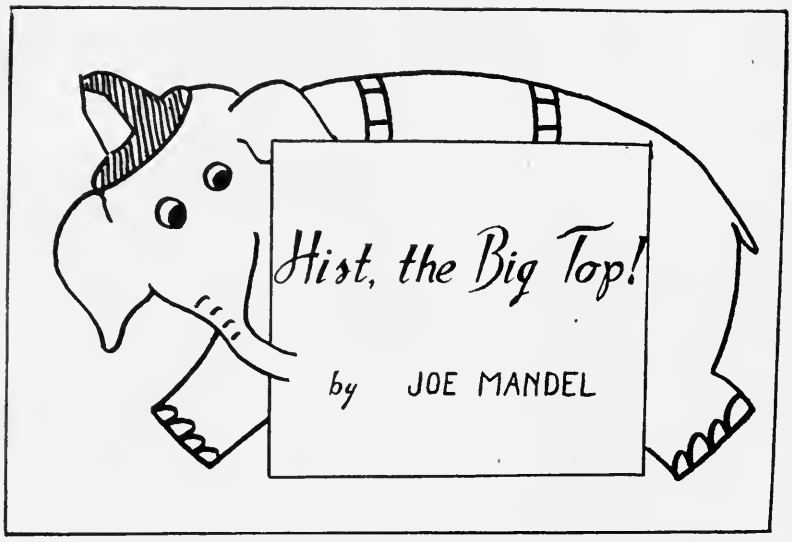
Your signs should be worded with great care so that they are easily understood. They should be placed where they will be seen. Where an area is dangerous to small children it should, if possible, be made inaccessible to them. The signs should be directed to the parents and guardians of children, warning them of the dangerous nature of the area, insofar as its use by small children is concerned. And, finally, close watch of the area should be maintained by the recreation personnel.

As to children old enough to understand, and as to adults, signs should be erected apprising them as to what may not de done with safety. That is to say, an area may be perfectly safe when used one way and very dangerous when used another.

For example, there was an epidemic of broken necks and injured backs in Alamitos Bay in Long Beach. It was found that they were caused by persons diving from and into improper areas. One type of improper area was that in which the water was of insufficient depth for diving. Another type of area was that in which the depth was proper, but bathers and swimmers in such area had no reason to believe that there would be diving therein. For example, divers would climb upon the top of the fence or rail of a walk leading to a diving platform and dive off. The swimmers in the area adjacent to such walk had no reason to expect divers to descend upon them, with the result that collisions occurred and injuries resulted. A few signs, plus a little enforcement of their contents, soon ended all this. These signs called attention to the fact that diving was dangerous because of insufficient water depth. They pointed out that diving could be done only from diving platforms.

Some storm drains in Long Beach discharge in the Pacific Ocean and in Alamitos Bay. At high tide they are frequently covered by high water. Swimmers collided with them, sustaining severe injuries. A suggestion that signs be erected visible above high tide was met with the answer that it was "impractical," that you couldn't put up a sign that would stay in place any appreciable length of time. Then one day a bad accident occurred — a young lady losing several teeth and suffering considerable facial disfigurement. It was

(Continued on page 122)



As everyone will admit, a real circus must have an elephant. And so, because of the universal appeal of this animal, it was the "theme song" of all of the publicity for the circus at Christodora House. It is hoped that the details of the circus as given in this article will be helpful to recreation groups planning similar events for this summer's program.

ONCE A YEAR, at Christodora House all activities and all departments combine to stage our "greatest show on earth." This year our amateur circus was held several weeks prior to Barnum and Bailey's Madison Square Garden Circus, whose posters helped make our neighborhood even more "circus conscious." The circus was a great success, attracting capacity crowds at all three performances and leaving a feeling of satisfaction among spectators and performers alike.

It was an excellent opportunity for our staff to establish closer relationships with our members, their parents, the neighborhood; to make it possible for many boys and girls to enjoy a variety of experiences, and develop and correlate a multitude of skills. Seventy-five stage performers and 175 workers of one type or another all united to raise the roof of the big top!

Our circus is a combination event consisting of a carnival and a main show. The carnival is set up in the gymnasium and adjoining games room, and is made up of a variety of sideshows, booths and games of skill. The main show was held in our auditorium, which has a well-equipped stage. Admission to children was two cents, to older persons, ten cents. This included the main show, refreshments and ten $500 bills to be used in lieu of currency. High scores at the booths were given coupons which could be redeemed for inexpensive articles. Cost of playing at each booth was $500, and money flowed freely.

Refreshments available were peanuts, popcorn and pink lemonade. The overwhelming activity at this scene necessitated a memo for next year; more space — lots of it!

The circus gave three performances in two successive days, each performance being prefaced by the "carnival." Approximate running time—carnival, two hours; "Great Show," two hours. Throughout the carnival and show, a background of appropriate recorded music was maintained to insure the proper Carnival atmosphere.

Preliminary Preparations

Five weeks before the circus, objectives, policies and procedures were thoroughly discussed against the background of our 1939 circus. Staff members then selected a particular committee responsibility and proceeded to organize working bodies which acted as their own "nuclear groups," often enlarged upon through voluntary and invited cooperation.

The groups included the following: costumes; art and painting; construction (wood); music; refreshments; clay; publicity; photography; make-up and dressing rooms; main show.

The director of the circus acted as coordinator of all groups, handled all correspondence and set all procedures. To avoid conflict with regular activities, and to schedule places and times with the performers, a list of all available rehearsal space was charted and reserved—an area comprising twelve rooms and three large halls. A call for actors, dancers, tumblers, artists, and technicians, was posted, and the circus began rolling along!

Most of the costumes needed were made by the costume committee (sewing

Mr. Mandel, who has supplied us with this interesting and practical material, is Director of Physical Education at Christodora House in New York City.

class) at low cost. Clown suits were made of unbleached muslin and spots were put on by stenciling. Indian dresses and loin cloths were made and decorated in a similar manner. Skeleton outfits were made of white cloth bones on black suits. Old vests were recovered with gay colored materials and used by the barkers. A group of girls age eight to ten years old made all the buttons for costumes and strings of beads for the Indians. The entire cost of ten clown suits, eight Indian costumes, six skeleton suits, ten toy soldier suits, and twenty vests was $18.00.

The Groups Go into Action

The younger art groups, made up of eight to twelve year old children, painted about a hundred clown faces and animals as decorations, while the older group painted posters, scenery, stage properties and accessories, designed publicity bulletins, and tickets, and in general handled hundreds of items. A member of this group prepared and operated the shadowgraph for the silhouette portrait booth.

The construction group (woodwork class) made stage sets and props, game material for the carnival, Indian rattles, entrance turnstiles, and a great number of sundries.

The music group trudged many a street in search of suitable recordings for our needs; nine records were used in the stage show and ten for the background music. A stage sound booth was constructed and operated with its horns, whistles, drums, crashes, xylophone, cymbals, tom-toms, piano, recording oufit, and microphone. A harmonica act was another contribution of this group. During the entire four hours of the carnival and show, there was no period of more than ten minutes without music in some form or another.

The refreshments committee (cooking class) made and served lemonade and popcorn balls to over 1,200 people.

"Jeepers Creepers" and "Donald Duck," two star performers, owe their existence to the clay group, who created them out of newspapers, glue, clay and paint.

The photography group took many pictures of all phases of the circus and these were later made available to our members. A booth operated by this group (the only one that required real currency) proved very popular. High organization was needed here for the pictures were taken, developed, and delivered at the same performance.

The make-up group was headed by a competent make-up artist who, in preparation for the circus, instructed and advised his various assistants. Each performer's make-up was created to suit his individual character and costume, and designs of each were made and placed on the walls of the make-up room for reference. Each performer was given a large box and a dressing room assignment for costumes and accessories, and the person in charge of the rooms required that each item be properly replaced after each performance. This procedure was a result of the 1939 circus when pre-performance time was a constant game of "who's got my costume?" This facilitated a difficult schedule with so many of our performers coming up for their make-up almost immediately before their stage entrance.

The Carnival

Each club in the house accepted a booth and chose some activity as the atraction. To avoid duplication, the selection of booths was cleared through the chairman of this committee. The responsibility for setting up and maintaining the booths was entirely the club's. For posters, game materials and other necessities, the clubs went to the appropriate departments. Each booth was provided with necessary construction material, with derbies, vests, megaphones and canes. The colored derbies and canes were purchased at a novelty house at seven cents each; the vests and megaphones were our own handiwork. These accessories were most effective in accelerating our "barkers" to extreme vocal activity! The booths vied with each other for customers, and distributed prize coupons to the more skillful players. A section presided over by a staff member was set aside for a display of the prizes.

A general decorating committee put up clown faces, colored lights and flags, balloons, bunting, crepe paper, and defined the area for each booth. Recordings were played throughout the carnival. Appropriate popular numbers were: Come to the Fair; Music Goes Round; Merry-Go-Round Broke Down; Peanut Vendor; Popcorn Man; "Schnickelfritz" records.

Among the booths were the following: dart throwing; shooting gallery (archery, rifle, pistol); weight guessing; nail driving; odditorium; ring toss; candle bowling (blowing); Japanese balls; fortune telling; shadowgraph; and photography.

The Big Show

The word "circus" follows its Latin derivative very closely, allowing any variety of activity, and consequently our show was in a constant state of fermentation (of type as well as quality). Most of the acts called for creativeness and ingenuity on the part of performers as well as director. Not one of our many acts was completely created at the first rehearsal. The finished act was the result of combined thinking and experimenting on the part of performer and director, in many cases, of performers alone.

Our main show revolved around a framework of ten specialty acts freely interspersed with clown numbers. Barnum said "clowns are the pegs on which to hang a circus." Any circus director will readily appreciate this. A versatile clown is a great asset, when a circus program confronts stage waits or other unforeseen difficulties which will crop up willy-nilly! As far as possible, circus tradition was followed. The clowns confined themselves to pantomime only, the curtain closings were reduced to the lowest possible number, and the traditional extravagant circus phraseology was very much in evidence.

The main acts included: tumblers, tap dancers, Indians, folk dancers, sharpshooter, tight rope walker, Jeepers Creepers, magician, March of Toys, and Dance of Death.

The tumblers opened the show with a bang by diving through drum heads adorned with clown faces. The act was composed of a continuity of stunts with perpetual action. The tumblers were dressed in clown suits and this more than compensated for any lack of form or skill. A very small boy was part of the act and his antics kept the audience roaring.

Pyramid building was done smartly and with snap to the beat of a tom-tom. The act ended with a mock "tank" fight in which flashing lights and sound effects were used. The "tank" was made up of one boy on his knees and two boys interlocked, rolling backward and forward. This act started the show off on the right foot by its quick tempo.

The tap dancers acted as prologues to several of the larger acts. A military tap opened the March of the Toys and an eccentric tap started the Dance of Death. An attempt was made to include popular music from recent movies in the show hence March of the Toys from the Great Victor Herbert, and a soft shoe tap dance to Swanee River from the picture of the same name.

The Indian act was executed by twelve to fourteen year old boys and girls, who did the "Corn Dance," accompanying it with singing and tom-toms. The feature of the act was the Hopi Hoop Dance by a girl fourteen years old. This is very spectacular and demands great dexterity and agility in twisting in and out of the hoops. It was done around a fire on the stage.

The sharpshooter was, of course, a farcical misstatement of the real thing, consisting of a series of musical, blindfolded, and slow motion shots. The "tight rope" was a "two by four" beam covered with cloth. It looked quite realistic when the "artiste's" weight was on it. Before the end of the show the dancing horse and all the clowns were walking the "tight rope." Jeepers Creepers was our educated horse who amazed the audience with his intelligence. Pockets were sewn into the sides of the body so that a variety of articles could be stored and displayed. The high spot of the act was the jitterbug number danced by the two boys in the horse. The magician was one of our members who practiced sleight of hand as a hobby. Some simple chemical formulas were used for magical color changes, and these were a great delight. The March of Toys was a precision dance done by the youngers boys and girls in appropriate dress.

The Finale

Sticking close to traditional lines, a finale — super-production number involving a co-ed group —was vitally essential. The theme of this year's circus being that of "spooks," Saint Saens "Danse Macabre," with all its imaginative possibilities, readily came to mind. This tone poem, so rich in pictorial detail, suggested a scene in a graveyard with an attendant plot. The skeleton of the number was worked out in an unorthodox type of interpretative dance technique. The company was then assembled, made familiar with the music and the story, and after close collaboration of director and performers, evolved into a Macabre Dance Drama—dependent for its effectiveness not at all on the usual dance standard — but completely a web design of rhythm, drama, and most of all, free range of imagination.

Playing to a diversity of audience age presented a ticklish problem. For instance the Danse Macabre would hardly serve as a suitable number for the children's audience. We therefore substituted something lighter, The March of the Toys. This,

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"Last Summer on Our Playgrounds!"

If you listen, you will hear this phrase repeated many times in cities where enthusiastic playground workers are exchanging experiences and planning for the 1940 summer playground program on the basis of activities which proved particularly successful last summer. We wish we could pass on to you all of the interesting ideas which were put into operation in many cities. Here are just a few.

A Playground Goes to the Fair

By ROBERT L. HORNEY
Director of Recreation
Davenport, Iowa, Park Board

A WORLD'S FAIR in all its panoply and glory seemed a "natural" for the 1939 Davenport, Iowa, playground review, and doubtless the same idea was used by other cities. For mid-westerners far from New York, magazines, papers and posters evoked great interest in the Fair.

Our review was held on the night of August 4th at the LeClaire Park Band Shell on the banks of the Mississippi before an estimated crowd of 5,000 persons, a larger attendance than at any previous park program in Davenport. More than 250 children appeared in the review and a local radio announcer acted as narrator. Massive gates, the gates to the "World of Tomorrow," were constructed on the stage of the band shell. As the lights went up the fanfare of trumpeters announced the opening of the children's own creation of "Democracity's Model Playground." Back of the uproar and fireworks at the New York World's Fair is a sincere attempt to portray the future by showing the accomplishments of science, industry and art, and our "Democracity" was derived from the Perisphere display showing the metropolis of tomorrow.

Part One of our review was a pint-size replica of the playgrounds of tomorrow, including demonstrations of physical, dramatic, rhythmic, musical, creative and intellectural activities. As the lights dimmed the narrator commented:

"Play is a life interest with its primary application in youth but with an important application through life. Joy in childhood lays a basis for life. For unless youth be golden, old age is dross."

Part Two opened the gate on Recital Hall, bringing the joys of music and the theater. Scene One presented a chorus of forty men and women singing melodies from familiar light operas. Several popular soloists were featured. Scene Two revealed the Children's Little Theater group in skits from "The Fairy in the Witches' Dell." The final scene of this act presented an adult dance group in "Impressions of the Modern Dance." The lighting effects and the scarlet costumes of the dancers, coupled with the music of Sebelius, made this scene one of the highlights of the review.

"Laff Land," with the "stupendous, collossal and terrific" attractions of the midway, was the title of Part Three. Ma, Pa, Gramp, Aunt Minnie and the City Slicker, amid scores of other comic characters swarming across the midway, gaped at the miracles of the side shows and were enthralled with the "windy spieling" of the barker. Then followed the Laff Land entertainment—a troup of twenty acrobats who excited bursts of applause for the difficult feats they had practiced all summer on the playground, a human puppet show originated and produced by the children, comic tight rope walkers, and tap dancers performing on roller skates.

We called the fourth part of our review the "Parade Ground of the Nations," selecting, from more than sixty nations represented at the World's Fair, folk dances from England, Sweden, Russia, Ireland, Switzerland, Scotland and Denmark. The gaiety and charm of each dance was accentuated by bright paper costumes, many of them made by the playground children in

Last summer Davenport adapted for the closing event of its playground season a number of ideas from the World's Fair. An outline of the plan is given here as a suggestion for a playground, community center or club program. Mr. Horney states that such a program may be as simple or elaborate as the occasion demands, depending on the originality used in costuming, lighting and music.

their crafts classes. As a prelude to the finale (Part Five), from back stage drifted the soft strains of children's voices singing "God Bless America." The narrator commented:

"So the world of tomorrow brings the citizens of tomorrow. Yet in its respective analysis, the Fair is a great peace time project devoted to the cause of peace and good will to men. These children, representing the people of the nations, are interested in life, the world, themselves and in making a better world . . . and in working toward a vision of what the world of tomorrow can mean to everyone."

The gates opened on the final scene and all the performers reappeared, this time divided into groups representing their respective playgrounds. Each group was identified by different colored caps and shoulder capes. When the stage was filled the audience arose, joining with the children in singing the national anthem.

Summer Opera in Springfield

THE PRODUCTION of Victor Herbert's "Sweethearts" at the Illinois State Fair Grounds last summer marked another step toward the civic ambition of Springfield — the establishment of a summer opera season similar to that of the neighboring city of St. Louis. "Sweethearts" was the second in the annual series of summer operas.

The operas are the fulfillment of the hope of the director, E. Carl Lundgren, that Springfield will provide a cultural outlet in music for talented young people. As musical director of the high school, he is unwilling to have commencement bring a forced halt to the enjoyment of music as an avocation. An outgrowth of several attempts to maintain an "alumni choir," the present municipal choir which produced the operetta is sponsored by the Playground and Recreation Commission of the city, without whose help the work of the chorus and the production of "Sweethearts" would have been impossible. The ninety-one members of the choral group spend an evening each week in practice and attend daily rehearsals for five weeks preceding a production.

The presentation of "Sweethearts" has earned a permanent niche in the cultural history of Springfield, aside from its achievement of furnishing the thousand citizens who attended each of the two nights of the operetta an opportunity to enjoy an opera at little more than the cost of a movie ticket.

The director believes that the operas produced at the dedication of Lake Springfield, and the Victor Herbert production, prove that an abundance of first class musical talent is available for a more ambitious program of summer opera.

History Comes Alive

By RUSSELL J. FOVAL
Superintendent of Recreation
Alton, Illinois

LAST JUNE, when we were completing plans for special events during the summer playground season we asked the question: "What can we plan which has never been tried before?" "What type of event will carry over into the child's experiences even after the playgrounds are closed?"

Someone made the suggestion: "Why not have an 'Alton Day' which would deal with the history of our community?" We discussed it, and decided that it met our first requirement, for nothing of the sort had been tried before. In regard to the second requirement, we felt that in preparing for the day we could instill in young minds an interest in the history and progress of their own city. We talked with John

Summer opera is o which the Springfie Commission provi

D. McAdams, business manager of the Alton *Evening Telegraph* and a recognized authority on the early history of Alton and Indian lore of Illinois. He heartily agreed that our idea was excellent—if it could be carried out. We replied that it could be done, if he would help on the historical information. He consented to help, joined the playground staff at the weekly meeting and discussed what he considered some of the outstanding "highlights in the history of Alton." Among these were two great Indian legends: "Lovers' Leap" and the "Piasa Bird," a replica of which is painted on a bluff overlooking the Mississippi. One is a charming Indian love story, and the other a legend of bravery.

Other subjects Mr. McAdams discussed were: "The Old Penitentiary"; Lovejoy, the young man who heeded the call to "Go West"; Lovejoy's printing press and his monument, now both preserved by the city; the Lincoln-Douglas debate, and the marker which stands on the square in Alton; the Lincoln-Shields episode; the Illinois Glass Company, Alton's oldest manufactory and the largest of its kind in the world; the Confederate Soliders' Cemetery; and the Government Dam, Number 26, across the Mississippi at Alton.

As a special event on the playgrounds of Alton, "Alton Day" was a great success. It was novel and different from any previous program, and it carried over in the children's memory long after the celebration had passed.

In addition to relating these interesting facts, Mr. McAdams typed a short account of each story which we made into a booklet to be distributed to every playground director for reference. By this time the directors were thoroughly enthusiastic over the idea.

At each playground a storyteller told these legends and tales to the children during the story period. We named the following week "Excursion Week." Through the cooperation of the Citizens Coach Company we chartered buses and took the playground children on a two and a half hour tour of the points of historical interest. In all, a total of nine bus loads or 450 children made the pilgrimage at the low rate of six cents per child. At each place playground directors acted as guides. Using the information supplied by Mr. McAdams they gave brief historical sketches and told interesting facts to the children.

At the next staff meeting, final plans were completed for "Alton Day," to be celebrated on August 11th. A special "Parent Night" was scheduled on the same date, so that by story, song, handcraft or skit, the children might impart to parents and visitors the stories they had learned about their own city.

Then came "Alton Day"! The history of Alton was interpreted in almost as many ways as there are playgrounds in the city—by historical exhibits, displays of handcraft depicting early life in Alton, Indian encampments, industrial exhibits, and other stunts and displays. These exhibits were displayed during the day, but the special programs which were to have been held in the evening at each playground had to be called off because of rain.

Outstanding was the display from the Horace Mann playground — an Indian tepee with pottery made by the children. Under supervision of a director, Indian costumes were designed and decorated by several girls. Hellrung playgrounders built an encampment of six tepees and staged skits based on Indian stories for visitors throughout the day. A group of Indian braves presented the green corn ceremonial dance. Washington children had constructed a model of early Alton as it

f the many activities ound and Recreation city-wide program

Courtesy Springfield, Illinois, Playground and Recreation Commission

appeared from the river. The realistic set was made of earth and rock and peopled with miniature Indians and pioneers. Other handcraft work, including bead work and portraits of the Piasa Bird, was exhibited.

Water Tower displayed a collection of Alton relics. Northside boasted a comprehensive history of Alton contained in its shoe box exhibit. Using firebrick and cardboard for materials and shoe boxes as display windows, the children had reconstructed historical scenes and places. In the exhibit were brief essays of explanation and poems written by the children. Milton children had prepared an industrial exhibit with samples from nearly every industry in the city.

Tell More Myths and Legends

By FREDERICK WAHL
San Francisco, California

CONTRARY TO THE BELIEF that legends are constantly passed on by word of mouth from mother to child, the modern age seems to be characterized by the discontinuance of such a practice. Not realizing this fact, we have been prone to believe that the average child has a general knowledge of mythology.

Having conducted a few summers of story hours on San Francisco playgrounds with "Polly of the Playgrounds" (Mrs. Polly McGuire), I found myself facing the problem of what stories to tell next. We decided one day to take stock of the story situation. It would be impossible for several storytellers to cover the city playgrounds thoroughly, so we attempted to glean a general estimate of "story knowledge" from a series of groups comprising a cross section of the cosmopolitan population of San Francisco. After questioning the children on these playgrounds, we discovered that some of them had had a slight introduction to mythology in school English classes, but in most instances they had an aversion to the subject. We learned that few of the playground children had heard of Jason, Hercules, Zeus, and the gods; Siegfried and Roland were meaningless names; Beowulf and Grendal they did not recognize. Our findings surprised us. In a complex population where a blending of many nationalities is found on the playfields, folklore and mythology might be expected to prove a live subject.

We had avoided the use of legends, fearing that we might be offering "old stuff" adequately covered in home and school. Even with the results of the study we hesitated to introduce mythology in the story hour. After observing the children's keen interest in Buck Rogers, Flash Gordon, the Lone Ranger, Super Man, and similar characters, we were inclined to feel that Grendal, a monster which could devour only a score of warriors at a meal, would prove a bit tame!

One day, when I reached the point of repertoire exhaustion, I told the story of Beowulf. The effect on the children was tremendous. The following week I told them of the feats of Hercules and the seven deeds of Maui. The reward was increased attendance. When we offered the children the usual contemporary story, they raised a noisy protest in favor of the legends. Then it was that I ventured on a doubtful experiment The children followed a serial religiously at the local movie house; why not in the playground story hour? I expected failure in this undertaking, but the idea was intriguing, and I was determined to try it out.

The epic of Siegfried and the Fall of Nibelungs were chosen for the experiment. After many hours of condensation, this huge work was simplified and divided into six episodes of forty-five minutes each. Illustrations from the Wagner operas, lantern slides and mounted pictures, were obtained.

At the opening of each meeting a child briefly reviewed the events in the story of the preceding week. By this means we were able to gain a fair idea of what portions of the story impressed the listeners. After the child concluded, I added the points which had been missed. Such additions were seldom necessary. Regularly increased attendance bore evidence of the popularity of the serial. For six weeks that group of youngsters assembled voluntarily to hear the Fall of the Nibelungs. For six weeks they came to prove

Last summer Mr. Wahl told stories at various San Francisco playgrounds and put on a number of plays at the Recreation Building at the Fair. Clad in monk's garb, he told Spanish tales for the treasure hunt of four hundred playground children at the Fair, while Mrs. Polly McGuire, President of the Golden Gate Story League, dressed as a Navajo Indian girl, took the children through the Indian exhibit at the Federal Building and to other buildings. A number of the members of the League told stories at the Recreation Building on alternate Sundays and discovered that adults were often more interested than children.

that myths and legends are not museum pieces reserved for the use of the research scholar.

Of course the serial story cannot be successfully told in all groups, but our experience shows that legends can be used. When the home and school have failed to make them familiar, the storyteller should step in, for it is part of his task to preserve the great epics. They are in print, but legendary characters should be friends, as real to the children as the boys and girls with whom they play. Legends learned by word of mouth are not forgotten; they are retained because of the interest they create in the listener. If only one legend is included in each story hour, the narrator may feel that his time has been well spent.

A Few Suggestions to the Legend-Teller

Use legends on the playground, but do not content yourself with the stories of Greece, Rome, and the Teutons. Investigate Oriental mythology, American Indian folklore, and the legends of the ancient civilizations of Mexico and South America. Polynesian mythology alone holds treasures for the storyteller's repertoire. Consult the Russian and Serbian legends. Delve into the fantastic intricacies of Babylon, Persia, Assyria, and Egypt. Remember, however, that it is a good plan to select the legends according to the nationalities in your group. Frequently this method stirs interest in the home. Mothers have attended classes because of this stimulus. From adults one can sometimes obtain short, interesting tales which have escaped the printing press.

Do not be content to accept the diluted versions of legends to be found in children's libraries. The storyteller should have a more intimate acquaintance with his subject. Read the full length translations, or, if you are fortunate enough to possess the knowledge, read the originals.

Make your own condensations. Do not fear to change the stories; remember that they have survived thousands of years of transmission by word of mouth, so your version will do them no harm. If a legend does not interest you to the utmost, do not tell it. Only with personal enthusiasm behind a story is it possible to sustain interest.

Simplify names with a clear conscience! A good rule is to reduce a name to its simplest forms in single-voweled syllables. Shorten it to two or three syllables; keep it musical and pleasant in sound. A name with smooth sounds arouses interest, while one in which the vowel music is choked by harsh internal consonants goes in one ear and out the other.

As the storyteller delves into legendary material, he begins to realize the value of the knowledge of legends for himself, aside from his task of telling an interesting tale at story hour. Often adults consider mythology as unworthy of their attention, but there are few more complex, interlocking fields of study. The mythology of Babylon is sufficient proof of this fact. Here we find one civilization built upon the ruins of a former one; we can trace a legendary character back through an intricate evolution. Even a smattering of mythology gives us a better understanding of racial traits and trends of thought. The social struggles of today have their roots in the ancient customs and beliefs of a legendary past. All too often the failure of a nationalistic movement is due largely to a misunderstanding of racial trails which can be revealed by a search into forgotten legends. The mental pulse of a nation is in its mythology.

Because they are old, legends are not musty. The universal appeal of epics has caused them to withstand centuries of retelling and translation. Legends are as alive today as they were a thousand years ago, and boys and girls on the playgrounds will find them so. It remains only for the modern storyteller to clothe the legends in the words of today. The gauntlet of mythology lies awaiting a champion. Storytellers, take it up!

Outdoor Matinees for Children

THE DEPARTMENT of Playground and Recreation of Los Angeles, California, has for years presented a series of children's outdoor matinees in playhouse centers on the municipal playgrounds. Last summer eight outdoor centers were maintained at strategic points in order that participating grounds of the system might be served to the best advantage in the many programs scheduled by fifty-eight children's dramatic groups. In the summer of 1938 approximately 1,500 children took part in these weekly matinees, but in 1939 this number was exceeded.

In addition to the presentation of plays, activities related to dramatics such as rhythmics, singing, storytelling, percussion rhythm bands, children's orchestras, and many others are included in the matinee program. An innovation recently

introduced to precede the play was community singing which helped greatly in creating in participants and audiences alike a greater spirit of friendliness. The program is also supplemented by special dancing groups and by chorus and orchestra units, and choric speech. There are stories by the gypsy storyteller in costume, the stories selected with great care never failing to keep the children spellbound with interest. Other features are included in the well-rounded program which the hostess director in charge of each playhouse center seeks to attain for the current matinee. Men directors also cooperate in the matinee program, contributing to the general interest by leading the community singing and assisting in many other ways in making the program successful and enjoyable.

The participation, last summer, of more than 1500 Los Angeles children in outdoor matinees proved the eagerness of both boys and girls to take part throughout the year in plays and musical events of the type provided during the summer. It was therefore decided to present similar matinee programs during the fall and winter months at six community center buildings designated as "Little Theaters."

Outdoor Sets

Last summer novel outdoor sets, both useful as a stage and highly decorative, were installed. These included lattice screens, arbors and potted plants, each set in turn suggesting an appropriate name for the playhouses as follows: The Magic Bird House; the Sylvan Theater; the Rose Tree Nook; the Enchanted Forest; the Strawberry Patch; the Fairy Castle; the Amazing Sprinkling Can; the Circus Playhouse.

These sets have met with the enthusiastic approval of the children taking part in the matinee programs, as well as parents and others making up the large audiences.

It has been very gratifying to the Department to note in each succeeding matinee the ever increasing eagerness of the children to portray the parts assigned to them in the plays. Parents, too, are finding much enjoyment in attending the matinees, not entirely for the interest in seeing their children participating but because it is their own community program in which their friends and neighbors are the audience. Children's matinees represent a very important part in the dramatic program of the Department, having as they do so many values and adding immeasurably to the children's enjoyment and happiness.

One of the attractive sets used for the outdoor matinees in Los Angeles

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"Among childhood's happiest hours are those spent in a land of make-believe, a realm of elves and of fairies, queens, princes, and enchanted castles. Drama is a year-round activity at Los Angeles municipal playgrounds. Festivals and pageants, tableaux, plays and pantomimes enroll thousands of eager youngsters." — From *Annual Report.*

A Symposium on Playground Activities

A few quick "flashes" from last summer's playground activities—here, there, and everywhere

A MIDSUMMER FESTIVAL. Milwaukee's midsummer festival has become a city institution. Last year the committee in charge arranged again for children over eight years of age to make pilgrimages to the festival grounds. Featured in story hours, crafts and bulletin board announcements, the festival provided interesting material for playground discussion both before and after the excursion. The wearing of insignia created a playground spirit, aided in keeping track of the members of each group, and provided handcraft projects.

In organizing the playground groups the "buddy" system was used. Each child selected a partner, and the directors impressed upon the children that each one should constantly keep an eye on his or her "buddy" during the day at the festival. A man and a woman playground director accompanied each group of thirty children. One of the children in every group of ten was made patrol leader and helped the leaders keep order. Among the attractions for the boys and girls were Wisconsin in Milwaukee, a forestry, conservation and agricultural exhibit with live animals from forest and farm; an aviation exhibit; United States Government forestry exhibit; wonders of modern electricity, a demonstration and lecture by the Milwaukee School of Engineering; the amusement row; and the "Playhouse on the Green," which featured three children's dramatic plays. A special feature for adults and children was the Festival of Nations, a program of folk dances followed by fireworks. The 1,200 participants in costumes represented thirty-four nationality groups. One hundred thousand spectators crowded into the arena and stood on the hillside at Juneau Park to watch the program.

Fireplace Suppers. A unique feature of the East Orange, New Jersey, recreation program last summer was a series of fireplace suppers in which all the playgrounds shared. The procedure varied somewhat on the individual playground. At Elmwood Park, for example, parents were invited to attend on a share-the-cost basis, and supper was served by the woman supervisor and a volunteer corps of young men cooks. Staff workers and some players on the softball team ate with the parents and children. At other playgrounds the groups were composed mainly of children or boys and girls in their teens. The average attendance at each supper was twenty-five.

Sand Modeling. Sand modeling has always been one of the most popular activities for old and young in the Birmingham, Alabama, parks. By giving very young children the means to indulge their natural instinct of using their hands, many boys and girls as well as adults are getting their first training in the art of modeling clay and other materials into many artistic and clever objects. As an example of the fascinating art of sand modeling, a Birmingham boy is shown fashioning the head of Abraham Lincoln in a contest for honors at Harrison Park in Birmingham. George is now seventeen years of age but began sand model-

Courtesy Birmingham Park Department

Courtesy East Orange, N.J., Board of Recreation Commissioners

ing at the park when a small boy. His modeling won first prize among a number of very good models.

Safety. That playgrounds shall be safe as well as happy places is the aim of every playground director, and so devices of all kinds were used last summer to inculcate safety principles in the minds of the children.

To help stress the need for safety the Kiwanis Club of Salt Lake City furnished each playground with two flags—one white, the other black. The white flag was flown each day until an accident occurred. The black flag, which fortunately was seldom seen, was flown after an accident had happened.

The Ontario, Canada, Playground Commission organized clubs on the playground whose requirement for membership was the careful observance of rules specifically relating to safety on the playground. Bulletin boards, the junior police force with membership based on safety observance, and special awards helped materially in making the children safety conscious. Playground leaders found that explaining to children the "whys" of the rules was an important factor in promoting safety. In addition, almost 1,200 children were enrolled in first aid classes conducted on the playground.

Springfield, Massachusetts, is one of the cities which carries on well-organized safety programs. Last summer's program conducted under the auspices of the Springfield Safety Council included safety plays, poster contests, inspection of playground apparatus for hazards, the formation of playground safety patrols, the erection of bicycle racks, and bicycle registration. Steps were taken to prevent the riding of bicycles on the playground or directly out into the street. Children were asked to wheel their bicycles to the street and mount them there.

With a growing army of bicyclers it is natural that the safety program everywhere should be deeply concerned with safety precautions in bicycle riding. Dayton, Ohio, made its All-Wheels Week the medium for education in the safe use not only of bicycles but of roller skates, coaster wagons, scooters, and homemade automobiles. Races were conducted during the week with anything that would roll!

In order to offer every opportunity for bicyclers in Cincinnati, Ohio, and to insure their safety, the city has provided a bicycle trail three and a half miles in length at one playfield and a quarter mile trail at another. The Public Recreation Commission furnishes the bicycles used, and no one is permitted to ride his bicycle to the areas for the reason that the Commission is unwilling to assume the risk of accidents occurring while bicyclers are on their way to the areas. In an effort to insure a maximum amount of safety the trails have been so constructed that there is no possibility of bicyclers coming in contact with automobiles.

Community Play Days. Many cities last summer conducted community play days. The Cincinnati Public Recreation Commission extended a special invitation to parents to attend these events which brought the children from two to four playgrounds

together at a central point. Band concerts were a part of the program, together with some entertainment from units provided by the Federal Theater Project.

Aviary Day in Salt Lake City. One day last summer was set aside in Salt Lake City, Utah, as Aviary Day, and children from every playground gathered at Liberty Park for a visit to the aviary. Each group was taken on a guided tour through the aviary, and the habits of the various birds were explained to them. At the same time a progressive game program was held on the center lawn. After lunch a program was presented at the bandstand, followed by races. It was estimated that over 3,000 children visited the aviary on that day.

Special Celebrations in Ann Arbor. Musical activities—an important part of the program of the parks and playgrounds of Ann Arbor, Michigan—culminated last summer in a public concert. The program opened with selections by the combined rhythm bands and continued with numbers by a clarinet trio, string ensemble, wind instrument group, and the recreation summer band.

Over 200 children who participated in the regular supervised program of Ann Arbor's parks and playgrounds demonstrated the training they had received by taking part in the annual pageant sponsored by city recreation leaders. The pageant was entitled "An Immigrant Sees America" and was told by a narrator, with one boy taking a featured role as the child about whom the pageant revolved. The children presented national dances including the Irish, Italian, German, Scottish, Russian, Czech, and Indian.

A Sidewalk Exhibition. The playground season at Reading, Pennsylvania, was brought to a close last summer by an exhibit of myriad multicolored articles made by children of the city's thirty-two playgrounds. A unique feature about the exhibit was the fact that the more than 3,000 articles were displayed on a long line of tables along the curb with a sign on each table to indicate the playground where the articles had been made. There were brightly colored birdhouses, a lifelike plaster of Paris mask, a hooked rug, a patchwork quilt, a pair of carved wooden shoes, an end table, a coffee table, and a sewing table on display. Each playground also exhibited quantities of shoe button jewelry, articles made from old store boxes and orange crates, and toys fashioned from inner tubes.

Model Boat Building. The model boat shop of Long Beach, California, housed one of the most popular activities sponsored by the Recreation Commission last summer. Free instruction was provided, and boys of all ages built boats for the cost of material. The aggregate attendance at classes was almost 9,000. Weekly races were held in the Colorado Lagoon, and the winners received points which were applied on the all-city championship.

Street Showers. Still ranking high in popularity is the street shower, which on a hot day in a congested neighborhood is a welcome gift indeed! Last year the Bureau of Recreation in Pittsburgh placed shower sprays in forty-six different loca-

(Continued on page 125)

Dancers—three hundred of them—will perform over three city blocks of newly scrubbed pavement. This is a part of the street scrubbing ceremony that will open "Tulip Time" in Holland, Michigan. This year the event will be held May 18-25. A committee of twenty members has been at work for months in preparation for the festival. This article describing the festival is based on material submitted by S. H. Houtman.

"Tulip Time"

BACK IN 1927 a teacher in a small town of 15,000 on the shore of Lake Michigan suggested that the citizens adopt a community flower to be placed in mass plantings over the city. This town was Holland, Michigan, and as the name might indicate, ninety per cent of the inhabitants are of Dutch descent. As the idea spread, these Hollanders naturally chose the tulip as their flower. In 1928 the Common Council voted an appropriation for 100,000 bulbs to be imported from the Netherlands and planted about the community under the direction of the municipal park superintendent.

"Tulip Time," the official date to see the tulips in full bloom, was announced for May 1929. The townspeople were delighted with the spectacle and wanted to make tulip planting a permanent community institution, so a Tulip Time Committee was appointed. Through the years there gradually emerged a festival centered about the tulips—a festival including wooden shoes, Dutch costumes, and the revival of old Netherlands customs. A former shoe carver was found; he soon established his business, and now he is kept busy all the year round cutting wooden shoes from poplar logs.

As the festival grew from one to eight days, it became necessary to establish a business office. In 1939, when a special Tulip Time manager was engaged, the attendance at the festival had increased to over a half a million, and the tulip plantings in parks, yards, and lanes totaled more than three million bulbs.

Tulip Time is conducted by a committee of twenty chosen by the President of the Chamber of Commerce and the Mayor. Its members represent many municipal boards and civic organizations. Because of Tulip Time's educational nature, the school supplies a large part of the leadership for the various events of the celebration. Service clubs originate their own projects or carry out assignments from the general committee. Because public interest is high and commercialism remains low, Tulip Time is freely publicized by newspapers, magazines, and radio. All participation is on a volunteer basis, thus expense is kept at a minimum. Funds are drawn from several sources: the city management and the Chamber of Commerce have included an advertising item in their annual budget for the festival; the balance from gate receipts at Tulip Time applies to general expenses; merchants contribute by the purchase of colored Tulip Time Poster Stamps, which they place on outgoing letters and shipments.

The celebration, for which veritable year-round preparations are carried on, begins on the Saturday nearest the fifteenth of May and continues for eight days. So that every one of the 750,000

visitors expected this year may be properly entertained, the leading citizens of Holland have formed a Dutch Hospitality Club. This group lists all the residents of the community who have spare rooms for guests, and at the club depots scattered throughout the town, overnight visitors may arrange for accommodation in private homes. Three of the spacious passenger steamboats of the Chicago-Duluth and Georgian Bay Line will be docked in Holland's harbor to serve as hotels, providing additional housing and eating facilities.

The Celebration Begins

Although the festival exhibits open at nine o'clock on the first Saturday of the celebration, Tulip Time is officially ushered in at 2:30 in the afternoon, when the Mayor calls for volunteer scrubbers to take part in the traditional street washing ceremony. Citizens rush out into the streets clad in the costumes and klompen (wooden shoes) of their forefathers and carrying brooms and brushes. Water is provided in buckets hung from shoulder yokes. Scrubbing the pavements with soap and water may seem a bit farfetched to the most meticulous American housewife, but many of these housewives were trained in the Netherlands, where the good "huisvrouw" scrubbed not only the doorstep but the entire front of the house and the bricks of the street as well.

At the signal to cease scrubbing, the workers step aside to make way for the town dignitaries. As from a Rembrandt canvas, the Burgemeester and the Gemeenteraad (Common Council) appear for their inspection tour. Then three hundred young people gather in the street. The klomp klomp of their marching wooden shoes increases its tempo and rhythm to that of old Dutch folk tunes as the "meisjes" and "jongens" go into their dance.

These girls are high school students trained by the physical education director. Half of them are dressed in the vivid blouses, wide trousers, and stubby-visored caps such as Dutch boys wear, and the others appear in the costumes of the girls of Volendam, Marken, and Middleburg back in the Netherlands. The girls begin their training in January and by May they have perfected their street dance (which sometimes spreads out over a quarter of a mile) to the point where they can dance without music. Small groups also develop specialty numbers, for when the dancers have no scheduled evening performance, they gather before the Post Office for street dances.

After the wooden shoe dancers comes the Volks Parade, led by the Dutch Delegates (the two most appealing youngsters of pre-school age selected by community competition). Next come the city officials in their authentic seventeenth century costumes, the scrubbers with brooms slung over their shoulders, women's clubs, floats, and bands. Dog-drawn milk carts, milk maids, and old-style wagons add to the traditional Dutch atmosphere.

The Tale of the Tulips

Saturday night (and also on two other nights of the festival) "Tulip Tales" is presented. This is the big dramatic spectacle produced at Riverview Athletic Park under the floodlights. The pageant reveals the interesting history of the tulip, and in the first scene against the setting of a forest clearing, Elves-of-the-Wood tell the heroine of the miracle of a drab bulb developing into the beautiful tulip. An immense book forms the background for the next scene as Father Knowledge reveals the history of the tulip. Out of the pages of the book step the characters who introduced the tulip into Europe—the botany professor of Leyden University and the thieves who stole his precious bulbs. As the pages turn, they show how the Dutchmen became involved in the tulip mania that threw their nation into near bankruptcy; they describe the part the tulip played in the court life of Louis XV of France and how the tulip's fame increased in England during Charles Dickens' time. The American scene is climaxed by another appearance of the wooden shoe dancers. This pageant was presented for the first time in 1939, and it met with such acclaim that it has been made a permanent part of Tulip Time.

Sunday Vespers

The religious spirit of the Dutchman is so strong that the inhabitants of Holland frown upon the Sunday operation of the special attractions of the festival. At four o'clock Hope College Memorial Chapel reverberates to the voices of hundreds of Dutchmen singing the Psalms of the Fatherland in their native language. A carillon program on the tower chimes also forms a part of these vesper services. In the evening is scheduled a performance of the high school A Cappella Choir and Orchestra. Young people's groups are now joining forces to arrange for a Community Hymn Sing for this Sunday evening.

Little Netherlands

On Monday the exhibits are open again, and throughout the week visitors may find an almost exact facsimile of the old Holland at Little Netherlands, complete with dykes, windmills, and canals. In one section is a canal boat just passing under a hand-operated drawbridge. The bridge tender is holding out a child's wooden shoe suspended from a stick; into it the boatman must drop a few coppers as toll. From the Delftshaven Church (a reproduction of the famous church where the Pilgrim Fathers held a farewell worship service in 1620) issues the muffled sound of Dutch Psalms. Scattered about the exhibit are a row of small Dutch houses, a typical Dutch farm, and a replica of the Rembrandt house. Beyond this house is a street market where cheese, food and flowers, pigs and pottery and almost anything else is sold. All of the animals, human figures, and woodcraft in Little Netherlands were constructed by these first and second generation Hollanders in Michigan.

The Netherlands Museum is another stopping place for tourists. This folk-museum was founded three years ago by Holland Americans to preserve the history of the Dutch people in America. Among the 5,000 exhibits in the Museum are many legal and historical documents and several primitive, handmade farm implements of the pioneers.

The Festival Continues

The featured attraction on Tuesday is the first appearance in Holland of the West Shore Symphony Orchestra. This orchestra is made up of leading musicians chosen from several towns along the shores of Lake Michigan.

School's Day is on Wednesday, and on this occasion 3,000 Dutch-costumed and wooden-shoed children march through the streets of Holland. Heading the School's Parade is Tyl Uilenspiegel with his donkey. In the native folklore of the Hollander, Tyl is cast in two roles: a roving fool who makes a laughing stock of the town dignitaries who attempt to restrain his antics, and a hero who saved his country during war. The children follow him, representing their various schools in floats which depict activities of the native Hollanders. The parade comes to a halt in Riverview Athletic Park, where the children join in the Volk-Spel, the games of their Dutch forefathers.

Agrarian Day

Agrarian Day or 4-H Day will be held for the first time this year. It has long been the dream of cattle men to hold a Black and White Show—a "home coming" for the Friesian-Holstein cattle, a breed that originated in the Netherlands. As cattle judging is one of the major 4-H accomplishments, the Black and White Show serves as an adjunct to the 4-H Achievement Day. The program includes demonstrations, meetings, and a parade by 4-H members. The climax of the day is a ball game played in native costumes by The Flying Dutchmen, the crack Holland team.

Music at the Festival

Music is as much a part of Tulip Time as the tulips and costumes. The outstanding musical event is the Friday evening concert by the University of Michigan Concert Band, with a review of five hundred uniformed bandsmen under the floodlights at Riverview Athletic Field. The grand Band Review on Saturday also has an important place in the celebration. The three-hour program is packed with color, action, and music, as 1200 men join in precision maneuvers.

At the conclusion of the Band Review on this last Saturday of the celebration, 1500 uniformed young people take part in the climactic costume and band parade which brings Tulip Time to a close for another year. Then the citizens of this small Holland American town in Michigan put away their Dutch costumes and wooden shoes—returning to ordinary life until bulb planting time signifies the beginning of preparations for another festival to honor their national flower.

In an article in the March issue of *The American Citizen* Frank Koskuba describes the scene:

The homes are beautiful; the yards are groomed to perfection and everywhere stately tulips nod a friendly welcome. Masses of vari-colored tulips along the curbs of streets and parkways beckon to you. Beautiful deep purples, a whole block of them, make a lane for you—deep reds for another block — crimson, pink, white, yellow, gold, all colors—eight miles of tulip lanes. These lanes, laid out and planted especially for festival tours fairly glow with colors, while in the background, private homes and even factories vie with each other for beauty in landscaping and tulip plantings.

Summer Recreation in Princeton

By HARRISON MYERS, JR.
Recreation Director
Princeton, New Jersey

IN 1930 THE Parent-Teacher Association of Princeton realized the need for playgrounds in Princeton Borough and Township, with a population of 11,000 people, and raised funds for the maintenance of a centrally located ground by sponsoring activities such as card parties and cake sales. Because of the work they accomplished, civic, religious, and fraternal organizations came forward with voluntary contributions for the following season. The Y.M.C.A. gave the services of a trained recreation director, and the Y.W.C.A. was active in both sponsoring and maintaining the playground.

The Program Expands

In 1933, just three years from the opening of the first playground, the generous financial assistance of many organizations and individuals made it possible to plan for two more playground centers. The borough and township school boards extended the use of the school grounds, and the sites were carefully chosen.

Three years later, borough and township officials offered to contribute substantially toward the amount needed to conduct a playground program. Although this action eliminated the necessity of large contributions from organizations and individuals, the supporters continued to give donations and full cooperation. Each year the borough and township councils have recognized the constructive force of the playgrounds and have increased the appropriation to allow for expansion of the program. With the initiation of a community chest fund, the organizations were relieved of any responsibility for contributions, but several groups continued to send money. This fact clearly demonstrates how much the people of Princeton appreciate the recreation program for their children.

Two of the areas are located in the borough, and the third is in the township. One borough playground is for colored children, and it has an attendance of 375. Mrs. Edgar Palmer, an interested citizen, granted the use of part of her property for these children. The other borough area is on the grounds of the Elementary School, and the township playground is also located on school property. All of the areas are open Monday through Friday from 1:30 until 5:30 and from 6:30 to 8:30. Their registers list a total of approximately 700 children, ranging in age from four up to twenty-one years.

Leadership

Each playground has a director and an assistant. A trained crafts director is assisted by a corp

Princeton is one of the many communities which, in the past few years, has become "swim conscious"

of high school students; several adults in the community give their time to the supervision of other activities. Revolving committees of boys and girls assume some of the responsibilities of maintaining an adequate and well kept play area, although a carpenter is employed on a full-time basis to repair the equipment. We have been fortunate in having the assistance of the WPA, which supplies the carpenter and one of the playground directors. The program is supervised by the Y.M.C.A. recreation director and his assistant.

The Activities

Every year, as our experience with playgrounds increases, we see more clearly the need for the right kind of leadership. More responsibility for an activity program rests upon the director if a minimum of slides, see-saws, and swings is provided. Small equipment and crafts materials are highly valuable for a well directed playground.

At directors' meetings the week's problems are discussed and plans for the coming week prepared. The sports activities of the past season included: softball league competition, quoits, zelball, tennis, golf, soccer, badminton, deck tennis, boxing, and ring toss. Tournaments were held in tennis, track and golf. Each playground selected its champion through elimination contests, and a day was set when the champions all met on one of the areas. This practice was continued until each playground had played host. Then the individual and playground champions were selected. The playground scoring the most points was given an ice cream feed. We plan to include competition with the Trenton, New Jersey, Playgrounds in our All-Sports Day next year. Friendly rivalry has been aroused by the game between the Trenton all-star playground softball team and the all-star team from the Princeton playgrounds.

A few of the special activities included treasure and scavenger hunts, picnics, bicycle hikes, and swimming. On hot afternoons a fire hydrant sprinkler system was thoroughly enjoyed by the children. Craft work, storytelling, and dancing proved popular. Several times during the season children from nearby communities came to our playgrounds and spent the day enjoying directed play and the companionship of other children.

Camping. One of the features of the Princeton recreation program is the integrated camp program carried on at a site five miles from the town. The community camp committee sponsors it; the Y.M.C.A. contributes the salary of a trained director whose staff is composed of boys experienced in camping. A small fee (which is waived in some cases) enables a boy who cannot afford an expensive camp to receive the benefits of camping. Girls have the use of the camp late in the season under the sponsorship of the Y.W.C.A. The colored girls go to camp during the last two weeks under the leadership of the colored Y.W.C.A.

The Community Swimming Program. Each summer a six-weeks swimming program is conducted through the cooperation of Princeton University, which permits the use of the University swimming pool. The program is sponsored by the Y.M.C.A., directed by an executive committee of townspeople and supervised by the Y.M.C.A. recreation director and two assistants. Each year the directors select a trained lifeguard crew from the successful candidates of the life saving classes.

In the past season approximately 300 boys and girls participated, setting a daily average attendance of 175. Because of carefully scheduled classes instructors were able to direct many age groups with varying abilities, but there are not more than thirty-five boys and girls in the pool at one time. This year sixty-two children, ranging in age from five to twelve, registered as non-swimmers. Of this group, fifty-four learned to swim and entered the large pool. The life-saving phase of the program received great emphasis, and the classes were completely filled.

A swimming carnival climaxed the season. The boys and girls sold tickets, the receipts being placed in the swimming fund. All outside exhibitions were barred this past year in order to permit larger participation of the local swimmers. About 150 children entered the races and novelty events, and one of the highlights of the evening was a swimming demonstration by the young beginners.

Princeton seems to have become "swimming conscious," judged by the interest expressed by parents. Here again is evidence of the complete community cooperation in the recreation program. Because of the support of individuals and agencies, swimming was made partially self-supporting. The one dollar fee paid by children for the period included instructional and recreational swimming. (A doctor's certificate was required, but the doctors gave free examinations when children were unable to pay.) The adult season charge of three dollars helped carry the cost of the children's program.

(Continued on page 125)

Hirz-Graf Studios

Marbles— An Old Game

By
G. I. KERN
Cleveland, Ohio

THE GAME OF MARBLES is so old that nobody knows where or when it began.

In the earthen monuments of the Mound builders, the mysterious race that peopled America long before the Indians, flint and clay marbles, beautifully carved and decorated, were found. Stone Age remains in Europe, Asia, and Africa have yielded marbles rudely rolled of clay or roughly clipped from pebbles. The British Museum contains marbles used by Egyptian and Roman children.

Daniel Defoe, who wrote *Robinson Crusoe* in 1720, had the following to say about marbles:

"Marbles, which he used to call children's playing at bowls, yielded him a mighty diversion, and he was so dexterous an artist at shooting that little alabaster globe from between the end of his forefinger and knuckle of his thumb that he seldom missed hitting plumb, as the boys call it, the marble he aimed at, though at a distance of two or three yards."

Marbles used to be made out of alabaster. That, believe it or not, is how they came to be called "taws." This is the way it happened:

Trying to say "alabaster" children said "alley tor," and then just "alley" or "taw." The word "commie" comes from "commoney" which was the "common clay" or baked marble. The word "mibs" represents much the same shortening of the word "marbles."

Last February Mr. Kern, who is Supervisor of Playgrounds and Community Centers in Cleveland, sent a questionnaire to recreation directors asking for information regarding the playing of marbles—the type of game used, participation in tournaments and other matters of interest. Through the courtesy of Mr. Kern we are presenting a summary of the study, together with some interesting and possibly little-known facts about the game of marbles and its history.

Marbles Today

In more modern times—at least during the past eighteen years—the increased interest in marbles caused the development of the National Marbles Tournament in which 3,000,000 children of the country participate each year. The game of ringer is used which, according to the encyclopedias, is an adaptation of the oldest marble game played. Sectional finals are conducted in Detroit, Michigan, Cedar Point, Ohio, the Poconos in Pennsylvania, Greensboro, North Carolina, and Wildwood, New Jersey. This year national finals will be conducted in Wildwood, New Jersey, on Friday, June 28th.

Although in England marble playing is a sport of old age as well as youth, in this country the game is confined to children fourteen years of age or younger. With the first warm days of spring, millions of boys throughout the country will be around playing some type of marbles along the curb, in vacant lots, or on playgrounds.

Some cities provide permanent marble rings in school playgrounds or city playgrounds where the ground is so level and smooth that a stiff breeze will move a marble across the marble ring. This is true of the Roanoke, Virginia, marble rings under the direction of K. Mark Cowen.

But in most cities a stony and rough playground must suffice for marble playing. This has caused some sections of the country to develop an arch shot whereby the marble is shot through the air and hits plumb instead of being rolled across the ground to the object to be hit.

The game of ringer is a tremendously skillful game. Very few boys are capable of putting an English on the shooters, thus producing a back-spin, keeping the shooter in the ring for additional shots. But as marble players near the top of their respective city tournaments, the skillful shots of marbles are learned, and in national tournament play a crack shot can often clean the ring without a miss.

There is great need today for improving the conditions of play and giving the youth of the country an opportunity to develop skill in playing marbles.

Results of a Nation-Wide Study

Of the 212 cities that replied to a recent questionnaire on marbles, 96 per cent reported that children play marbles in their towns, and 4 per cent that they do not.

Seventy-five per cent reported they play ringer, and 25 per cent are divided among the thirty-one other games of marbles.

Sixty-seven per cent reported the game organized on competitive play, with 23 per cent unorganized.

City recreation departments conducted 54 per cent of the tournaments; boards of education, 23 per cent; and other organizations, 23 per cent.

Medals ranked first place in local awards with 44 per cent; ribbons second, with 23 per cent; merchandise with 15 per cent; trips, 16 per cent; and cash, 2 per cent.

Financing of marble tournaments rated: newspapers, 28 per cent; city, 28 per cent; board of education, 12 per cent; civic groups, 10 per cent; and others, 22 per cent.

Of the towns which play ringer, 80 per cent use a 10-foot ring, with 20 per cent using a ring varying in size from 4 to 15 feet.

A list of the many games of marbles played throughout the country follows:

Ringer	Baby in the hole
Fish	Shootus
Pug	Miggles
5 and 10	Mibs
Bing ring	Canoe
Hole	Bull
In the fat	Long shot
Roller holley	Pig eye
Lag	Knucks
Tow line	Keeps
Pooning	Pini in the hole
Bunny in the Monk	Chase
Pot	Boston
Chinese	Roro
Pitch to line	Roto
Bowling	Sin-sin

The Program in Cleveland

In Cleveland the game of ringer is played in the various schools during April and May. The boys use a ring 10 feet in diameter, while the girls use a 7 foot ring. A games committee of pupils is organized in each elementary school, and a tournament is planned to determine the room champion. The room champions then meet to determine the school champion. The schools are grouped into districts, and the third round of play results in designating the district winners who finally meet to decide the city championship.

The tournament is sponsored by the *Cleveland Press,* a local newspaper, and the following awards are made: room champions receive a bronze medal; school champions, a silver medal; district champions, a gold medal. City champions, a girl and boy, are taken to the national tournament. Throughout the county approximately 60,000 boys and girls participate in match play. A special effort is made to improve the playing space by sweeping and rolling.

This year demonstrations will be planned for the various districts.

"The game of marbles must have been played by boys of ancient lands in the earliest times, probably as soon as it was discovered that round pebbles would roll along the ground. It is likely that the boys in the first colonial settlements of America played some form of marbles. There is warrant for the assumption that the youngsters of colonial New England contrived marbles of baked clay and taught their youthful Indian playmates the game in exchange for instruction in shooting the bow and arrow.

"Many kinds of marble games have been played in different countries and different periods of time. The game, like all other recreational activities that have survived through the passing of time, has been developed and perfected from what must have been a simple, primitive form. The fertile mind of eager youth was doubtless quick to invent new forms of play from generation to generation."—From *Parks and Recreation.*

Dayton's Harmonica Band

By NORMAN SULLIVAN
Director of Music
Dayton, Ohio

HARMONICA PLAYING and study has a definite, established place in the playground movement, and methods of teaching can be had free of charge from the leading manufacturers. When getting material for our band in Dayton, we do not pick boys and girls who already play; for once they are on their way, there are plenty of outside agencies to take care of their advancement. Remembering that our purpose in this field is to interest boys and girls in music, we start from scratch and select boys and girls, ten years of age and older, who cannot play.

These children furnish their own harmonicas in a standard key. After completing a short course in elementary music, they are encouraged to take up an advanced type of instrument, the chromatic harmonica. If successful after a period of training on this harmonica, they are admitted into the membership of the Dayton Civic Harmonica Band.

They serve an apprenticeship in this band for a period of six months before they are permitted to make public appearances with the group. During this time, the instructor is endeavoring to obtain uniforms for them. In the Civic Band, they are encouraged to form friendships, and the first duty of the instructor himself is to make friends with the students. They have an opportunity to group together in sextettes, thus giving separate performances on their own occasionally.

The set-up of the band is built upon an ideal—the wish of providing every possible advantage for these boys and girls with a minimum amount of expenditure on the part of the individual or his family. The child is encouraged to earn his own harmonica rather than asking Dad to buy it for him. The band, with a total membership of sixty, earns money by performing in churches, schools, and civic clubs. In the event a concert is given in a school, it is usually sponsored by the P.T.A. or a similar organization, which does the advertising and ticket-selling and shares in the proceeds. The prices are fixed according to the approximate standard of living in the neighborhood, and playground performances are naturally free to the public.

The band has its own president, secretary, and treasurer. What do they do with the money? Take a look at the picture. These are special harmonicas used for certain effects. The girl on the left holds a professional model. Ten of these are used in a band of sixty, and they retail at six dollars. The boy on the left has a double-bass, which takes the place of a bass violin. Fourteen double-basses are required for the band. The center boy has a professional model. The boy on the right has a chord harmonica, whose length makes it a rarity in the United States. This harmonica has forty-eight different chords, consisting of major, minor, augmented, and diminished. It was purchased by money earned by the band for the sum of forty-two dollars. It replaces the piano when we are unfortunate enough to appear where a piano is not tuned to standard pitch. The chord is practically indispensable in sextette work. The girl on the extreme right holds a number eight Polyphonia. The polyphonia is the harmonica that is used for the runs or fills that give background and color to any harmonica selection.

The harmonica band fills a place in our musical picture that is needed in any community. The children learn the fundamentals of music and playing with a group. Then they may graduate to standard orchestral instruments. It is interesting to note that the only ones who dropped out of the original band, which was formed two years ago, have taken up standard instruments.

WORLD AT PLAY

Recreation and Tax-Delinquent Land

BECAUSE of a "laboratory experiment with evaluation of city property," the City of Royal Oak, Michigan, has found it profitable to continue the development of parks and playgrounds on tax-delinquent lands. The experiment: The city increased a park area around a school and improved streets and utilities in the surrounding district. Result: Adjacent property values rose and home building in those sections boomed. At present, Royal Oak is preparing to lay out eight new parks and twenty-six neighborhood playgrounds on tax-delinquent areas.

As another example of what is happening with tax delinquent land, the City Council of Dearborn, Michigan, withheld 350 acres from tax sale as possibly being useful for recreation or school purposes. The Recreation Commission is studying the situation with the City Plan Commission, and it is possible that part of Dearborn which has been subdivided but little built upon will have adequate play space.

Digging Up Garden "Prospects"

WHEN the Director of Recreation in Linden, New Jersey, Mr. Frank Krysiak, decided that a garden club might be a desirable addition to the community's recreation program, he was faced with the problem of finding the people who might be interested in the activity. In a search for "prospects," he went to the building inspector and secured a list of all the new homes built within the past eighteen months. There were over three hundred. Next he talked with the librarian, an unusually social-minded woman, and she prepared for him a list of people who had taken out garden books in the past year. To these lists of people Mr. Krysiak sent a letter regarding the organization of a garden club.

Twenty-fifth National Recreation Congress Cleveland, Ohio

September 30--October 4
Nineteen Hundred and Forty
Headquarters: STATLER HOTEL

The Congress is America's medium for exchanging information and experience on recreation

- You are cordially invited to share in this national symposium of ideas. Share in preparation. Share through participation.
- Come and make your experience available. Come and get ideas and inspiration for your work. Volunteer or professional worker; public or private agency — all are welcome!
- The Congress is the meeting place for all who desire to confer on any phase of recreation.

Further Information:
National Recreation Association
315 Fourth Avenue New York City

Annual Meeting of the American Association for Adult Education—The American Association for Adult Education will hold its fifteenth annual meeting at the Hotel Astor, New York City, May 20-23, 1940. Among the speakers will be Charles A. Beard, the historian, Dorothy Canfield Fisher and Louis Adamic, authors, Robert M. Hutchins, President of the University of Chicago, Mildred McAfee, President of Wellesley College, and Harry Overstreet, author and philosopher. The general theme is to be "The Democratic Way—an Educational Process," and the four days will be filled with nine general sessions, forty-five section meetings, two luncheons, and a banquet. There will be no registration fee.

Among the meetings of special interest to recreation workers will be one scheduled for Monday afternoon, May 20th, on "Recreation in Adult Life," at which Mrs. Eva Whiting White of Boston, Reynold Carlson of the staff of the National Recreation Association, E. Dana Caulkins, Superintendent of the Westchester County Recreation Commission, and Mark A. McCloskey of the New York City Board of Education will speak. There will also be a meeting on Monday afternoon on "Planning the Community School."

New Streamlined Horseshoe Announced—The age old game of horseshoe pitching is being streamlined, and it is in the shoes themselves that the modern touch is most noticeable. The Diamond Super Ringer Horseshoe, manufactured by the Diamond Calk Horseshoe Company of Duluth, Minnesota, is the most recent accomplishment of the Diamond designers. The cadmium and copper plating finish is an exclusive Diamond finish which makes the Super Ringer outstanding in appearance as well as in performance. According to the company, horseshoe pitching fans report that the new shoe is productive of more ringers and fewer of the hit-and-run shoes which twirl the stake for a few revolutions and then depart in other directions. Furthermore, the manufacturers state, the Super Ringer is drop forged from a specially developed tool steel, which means a definite improvement not only in lengthening the life of the shoes, but in affecting the way they act when thrown. Other items manufactured by the Diamond Calk Horseshoe Company include many styles and models of pitching shoes, official courts, stakes, stake holders, score pads, rule books, and instruction booklets.

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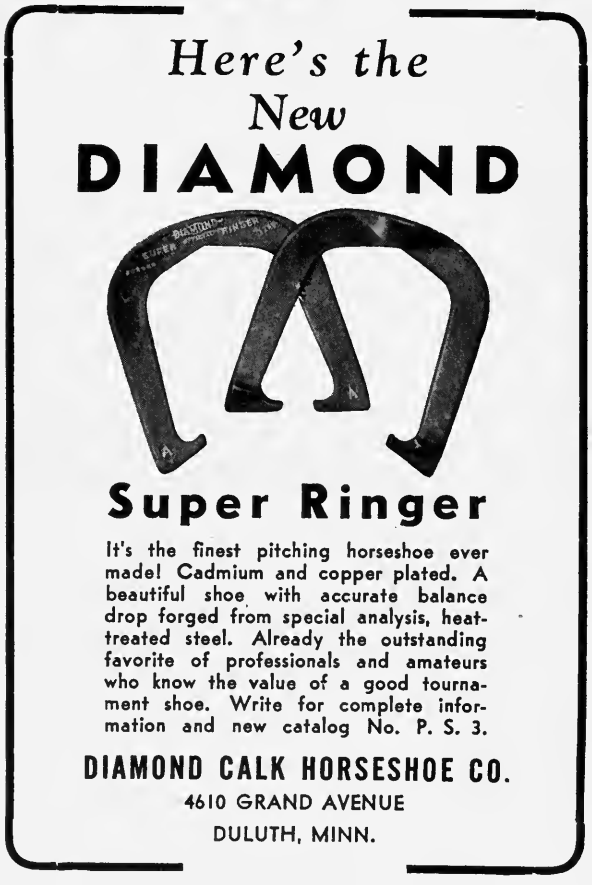
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Public Recreation in Toledo—Public recreation in Toledo, Ohio, according to Gordon Jeffery, Director of Public Welfare, does not cost more than one-tenth per cent per capita. The city now has 23 public parks with 1,569 acres of land which are a permanent investment in recreation. In the past few years many improvements and additions have been made, among them a new swimming pool and bathhouse in Scott Park, four rubble stone park shelter houses, four comfort stations, and a new athletic field. One of the park golf courses has been enlarged, and a number of small lakes have been constructed for fly casting and skating. Fifty new concrete tennis courts have been constructed in a dozen parks. An amphitheater has been built for outdoor concerts in Ottawa Park, and picnic facilities have been multiplied. A new skating rink has made possible ice hockey.

"Recreation is making Toledo a much better place in which to live."

A Tribute to Jefferson F. Meagher—At the first annual dinner of the Binghamton, New York, Junior Chamber of Commerce held in January, the first distinguished service award of the Junior Chamber of Commerce was presented to Jefferson F. Meagher, attorney, for his outstanding work in connection with the Binghamton Recreation Association and its drive for the inauguration of a city-wide public recreation program. "At a time when economy is a large word and when there is a tendency for competent administration to be hampered by political consideration," said Mr. C. M. McLean, chairman of the committee selected to name the recipent of the award, "Mr. Meagher did so skillfully and convincingly present the needs for supervised playground activity that through the joint effort of the city and the Department of Education a beginning was made for a creditable program under a supervised plan."

Preparation for Acquiring Recreation Areas

(Continued from page 67)

the north of the center of the property on Pemberwick Road. Convenient to the entrance and to the proposed playground shelter is a special section for pre-school children. This area is enclosed by a hedge and should be equipped with benches for mothers, junior apparatus, and similar equipment, and open space should be provided for informal games.

A shelter house is suggested, with toilet facilities, an activities room, a director's office, and adequate storage space. On the axis of the building a wading pool 30′ x 50′ has been indicated on the plan. When drained, this pool can be used for many other activities. Close to the shelter house a shaded area for crafts and quite games has been suggested.

Immediately in front of the shelter house the plan shows a fenced, hard-surfaced area. This is a particularly valuable facility because of its multiple use possibilities. Here various game courts such as badminton, paddle tennis, volleyball, basketball, softball, and hopscotch, can be set up. The area can also be used for roller skating, social dancing, and many other types of activities requiring a surface of this nature. A section also provides a fenced area for informal games and apparatus for older children. In the extreme north corner of the property facilities have been introduced for boccie and horseshoes. A path extends to the tennis courts located in the northeast section of the property.

The various ledges and natural hillsides of the area have been developed into a series of picnic sites connected by numerous trails. On the highest point an overlook can be used for a picnic shelter in case of rain. This point offers an excellent view of the surrounding territory.

The cultural phases of recreation have been considered by the introduction of an amphitheater located on the west boundary of the land. The treatment of the amphitheater conforms to the natural features of the area; even the stage wall and wings are designed in an irregular pattern. No permanent seating is suggested as the natural turf bank can be used for the auditorium. The stage floor is also of turf.

The fine spring and brook on the property have been carefully preserved, arrangements having been made to cap the brook as it flows through the field game area. A reflecting pool has been constructed in the wooded area to increase the aesthetic appeal. A council ring is provided on the upper level for fireside activities.

The winter sports aspect has not been forgotten, and a ski-slide and coasting area have been suggested. The level section can be flooded for skating.

Splendid opportunities for recreation are often overlooked by municipalities because on first observation the land in a proposed development seems utterly unsuitable; careful study alone discloses the full possibilities of an area.

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Now That Day Camping Has Come of Age

(Continued from page 74)

were not readily obtainable and, as a consequence, thousands of eager children were led among trees which had no names, no identity; past plants which had no uses or significance for them; over hills and into valleys which had no explanation for existence, and by rocks and stones devoid of fascinating history! Today, however, this need not be true. A good naturalist necessarily adapts his methods to the children. How many stories a good naturalist can tell interestingly and without embellishment!

A child cares less than nothing about jewel weed ("touch-me-not") until he is shown how the remarkable seed pod "explodes" upon being touched. Suddenly he is interested, and then the leader may tell exactly what happens to cause the phenomenon. That is education. A broad-leaved plantain may not be remembered by children until they are shown that little game, "How many love me?" The leader illustrates by asking this question, then stoops to pluck the leaf off close to the ground. He stands erect and displays the result. Several tiny hairlike strands are to be seen, and equally evident is the interest in the faces of the children! Now they will remember and recognize the broad-leaved plantain. A basswood tree may remain forever nothing but a tree to children until they are shown the extraordinary strength of the inner bark and perhaps permitted to weave a strand of rope "like the Indians used to do." The common mullein plant may prove to be of amazing educational value if the leader uses some of the leaves to make a delicious tea at the dinner period. Children are delighted with this, and the good leader takes advantage of their attention to point out many valuable or edible plants.

The plant called "stinging nettle" will be an excellent opening for a valuable discussion on poisonous plants. Calling for a volunteer from the group (boys are always willing if assured the pain is only short-lived), the leader suggests that he permit himself to be "stung." After this the children will be eager to listen to tales about poison sumac and poison ivy, and the scientific conclusions are welcomed by them.

If a leader discusses a fossil cephalopod or brachiopod or trilobite, or whatever kind of fossil animal he may have previously found, by calling it "Oscar," he will find the children anxious to see

(Continued on page 120)

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To lay the foundation for good citizenship
To build good character
To develop personality
To solve community problems
To safeguard democratic institutions
To improve family life
To promote recreation and good health
To encourage cooperative activities

The magazine is the medium of expression for the National Council on Character and Citizenship. It is of particular value to:

School and Church Leaders
Y.M.C.A. and Y.W.C.A. Secretaries and Directors
Boy and Girl Scout Executives
Parent-Teacher Association Officers
Leaders of Youth Clubs and Activities
Directors of Recreation

Dr. Francis L. Bacon, Principal of the Evanston, Illinois, Township High School says, "The current issue of your magazine came to my desk this week. I carried it home and pleasantly, I believe profitably, too, spent an evening reading the entire contents.

"Permit me to express my appreciation of the increasing value of this unique periodical. I could ardently wish that every school library possess one or more subscriptions. It would seem, too, that civics and guidance teachers might well utilize the magazine as reference material for students.

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Nat. Rec.

Ella Strong Denison

ON MARCH 13, 1940, the recreation movement lost one of its early friends and one of its pioneer workers in the death of Mrs. Ella Strong Denison of Denver, Colorado, and San Diego, California. Mrs. Denison was interested in the local recreation movement in Denver, Colorado. She attended the Richmond, Virginia, Recreation Congress in 1913. She was elected a member of the Denver School Board in 1921.

In memory of her son, Dr. Henry Strong Denison, who studied at Cornell University, Mrs. Denison established a $50,000 Trust Fund, the income from which is used to meet the cost of apprentice fellows gaining experience and training in the recreation field.

Mrs. Denison was for years a regular contributor to the Association and one who took a personal interest in its work, visiting the office of the Association to talk about recreation problems. Mrs. Denison believed particularly in making government work in recreation effective.

Mrs. Ella Strong Denison's daughter, Mrs. John D. Jameson, is a member of the Board of Directors of the National Recreation Association.

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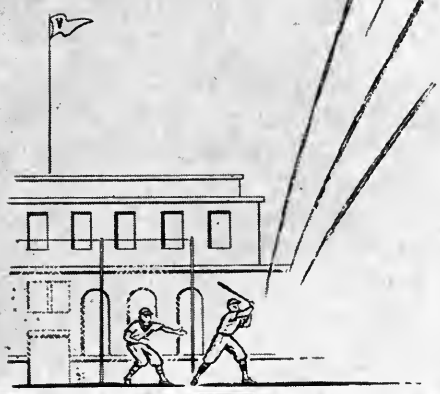

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Now That Day Camping Has Come of Age

(Continued from page 116)

it. Having finally seen the fossil they want to know all about it, and the entire field of geology is opened for them by the leader.

Thus Mother Nature gives us a beautiful language. And when this language is well interpreted and wisely used, the question of how much information on nature lore to give the children becomes "how much time is available?"

A Tribute Through Play

(Continued from page 80)

Proclamation by the mayor.
Radio talks, skits, dialogues, or music.
Sermons.
Talks before service clubs, P.T.A.'s, Chamber of Commerce, and in neighborhood groups.

General Suggestions

These suggestions relate to planning and carrying out the day's program.

Organize local committee to plan the program of activities.
Send plans to National Joseph Lee Day Committee. Any information available that might be helpful will be forwarded to local committees.
Keep all plans simple and joyous.
Record what is done. Send full reports and pictures to National Joseph Lee Day Committee.
Use the occasion to focus community attention upon the present and future needs of the city.

Helps Available Through the National Recreation Association

Brochure giving biographical sketch of Joseph Lee, suggestons for commemorating the day, characteristic ideas, ways, and sayings of Joseph Lee in addition to incidents from his life. Limited supply.

Copies of *Reader's Digest* article "Godfather of Play."

Pageant—"The Pursuit of Joy."

Pictures—a few photographs and reprints from RECREATION showing Mr. Lee in sitting and standing positions.

"The Ballad of Joseph Lee"—a pageant in two episodes with short sequences which will make it possible for local groups to make omissions or

substitutions. A speaker and small chorus are used.

Special issue of RECREATION * devoted to Joseph Lee. The main facts about his life and work as well as many comments by his friends make this the most valuable source of information.

NOTE: These materials should be ordered as soon as possible from the National Recreation Association, 315 Fourth Avenue, New York City.

Doing It the Joseph Lee Way

(Continued from page 81)

under the stars, and dancing on the moonlit beach, when the tide was out and the sand was as smooth and hard (almost) as a ballroom floor.

My father would not have objected to stories of a hero but he would have abhorred any idea which created a bloodless, sentimental stereotype, or any method of forcing a form of expression on the children. In this connection, Washington is a case in point. My father admired Washington tremendously, but realized his low visibility as a hero, especially as presented to children. Once when I was teaching, he helped me to pick out incidents from Washington's early life which would appeal to the dramatic imagination of children, and thus help Washington to come alive; as, for example, the time when he carried a message through the trackless forest to the French Fort on the Ohio, swimming a river and spending the night on an island without a fire, for fear of the Indians. He knew that the cherry tree story was not only untrue, but would carry little or no appeal to the normal red-blooded child. He felt that Parson Weems had a lot to answer for.

Once, when I was in Normal School, my father made an address to the class. Afterwards several of my classmates spoke to me saying how surprised they had been at the way he looked. "Why," they said, "we had pictured him as looking sort of like Henry Wadsworth Longfellow, with a long white beard!"

And so I say, don't let him grow into a Department Store Santa Claus, with nothing but a white beard and a reputation for benevolence to recommend him, nor yet into the "cherry tree" type of childish hero. He liked people who were "fierce" and "sassy" and had "punch," pictures and dances that had "zip," and jokes that "caught you under the fifth rib" and woke you up laughing in the middle of the night. I have never known anybody farther from the traditional stereotype of the "dear old gentleman." I can't remember a period when he didn't go upstairs two steps at a time. Let us not lose sight of his own bite and humor and *joie de vivre,* his belief in the "jugular vein." For the spark of the Irish was in his blood, and the tang of the New Englander.

The other day, I was at a party where many waltzes — the gay Viennese sort — were played with real spirit by a Polish orchestra. Afterwards a friend of mine and I sat bemoaning the fact that our partners could not *really* waltz. "Well, you see," she said, "we compare it to those wonderful parties at Camp, when we all went wild, waltzing. And of course nobody could waltz like your father!"

One of my father's favorite expressions about a speech, a conversation, and the like, was "a song and dance." It seems to me somehow symbolic of his attitude towards life.

Let us make of Joseph Lee Day a "song and dance."

* RECREATION, December 1937, price 50c.

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Pageantry on the Playground

(Continued from page 78)

This year the festival will be called "Americans All." The climax of the series, it will show the process of making many peoples into one.

Bibliography

Below are listed articles on pageants and festivals and their production which have appeared in RECREATION from time to time.

Boston Revives the Medieval Pageant Wagon by Margaret Caswell. July 1934.

Heigh-Ho for a Merry Spring by Augustus D. Zanzig. April 1935. (Also available in reprint form from National Recreation Association for 15¢.)
Suggestions for a simple pageant.

The Magic Dell. April 1938.
A festival in Los Angeles, California, which brings to a close a season of playground events by making use of the abilities developed through plays, dances, music, handcraft, and other activities conducted regularly at municipal playgrounds.

Plays and Pageants for the Playground by Helen Board. July 1933.

Producing the Playground Pageant by Jack Stuart Knapp. August 1936.
Offers practical suggestions on how to plan, write, organize and produce a playground pageant. Pageant outline included for story of Rip Van Winkle.

Start Your Planning Now for the Summer Closing Festival. June 1935.

When the Finale Is a Pageant. May 1938.
This is an article summarizing a number of playground pageants presented by recreation departments throughout the country. Includes brief description of pageant "Recreation, Ancient and Modern" presented by Union County, N. J., Park System; a folk pageant telling history of Reading, Pa.; a musical review, "King's Court," put on by Artists' Club of the St. Paul, Minn., Parks and Playgrounds; Cinderella pageants produced at Kenosha, Wis., and Lansing, Mich., and others. All adaptable for production in other localities.

You Asked For It! March 1939.
Advice and suggestions sent to a Recreation Department asking for help with a playground pageant.

Bulletins issued by the National Recreation Association on this subject include the following:

A List of Plays for Children from Five to Fifteen.
Free on request. A bibliography including formal plays, pageants, and festivals.

Lists of Pageants, Masks and Festivals—With Organization Material. 15¢. Includes listing of pageants. Also offers an outline to be followed in the writing and preparation of a pageant.

Safety Versus Lawsuits

(Continued from page 91)

then discovered that by wrapping an iron band around the storm drain and extending this iron band about ten feet in the air, a sufficiently strong structure resulted, so that the sign would stay in place several years. Of course, the signs themselves will, and do, require occasional repainting. But that is true of signs everywhere.

"It can't be done"—"It's impractical"—"Kids are bound to get hurt"— these are a few of the standard answers you get when you try to put over a safety program. Pay no attention to them. Be convinced in your own mind that it is practical to do these things, and that it is, on the contrary, the height of impracticality not to.

As to signs, there are generally speaking four distinct types: first, those which are a plain statement of fact, such as "WATER ONLY TWO FEET DEEP"; second, those which are opinions, such as "THIS AREA SAFE FOR SWIMMING BUT UNSAFE FOR DIVING"; third, those which call attention to the law, such as "DIVING FROM THIS WALK PROHIBITED BY LAW. ORD X-554"; fourth, those of a general advisory or exhortatory nature, such as "BE CAREFUL," "DON'T SPOIL YOUR VACATION BY GETTING HURT," "IF IN DOUBT CONSULT YOUR DIRECTOR," "SEE THE DIRECTOR, HE IS HERE TO HELP YOU."

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The American City, January 1940

"Designing a Swimming Pool" by Arthur A. Cassell

Beach and Pool, January 1940

"Swimming Pools for Organized Camps"

"Pool Facilities are Public Necessities" by L. F. Vockenson, F. W. Kerr and G. F. Wright

The Camping Magazine, January 1940

"A Survey of Camp Problems" by Paul Schuman

"Even Rocks Tell Their Story" by Cornelia Cameron The place of geology in camp

"Making Molehills Out of Mountains" by Frances Marie Tappan. Mountain climbing in the camp program

"Caring for Boats in Camp" by Marjorie Camp

"Nocturnal Hunting" by Frank S. Oehr. Hunting with flashlight and camera

Character and Citizenship, January 1940

"Recreation in Church and Community" by Charles D. Giaque, Raymond W. Porter and H. D. Edgren —an appraisal by Dr. Philip L. Seman

The Journal of Health and Physical Education, January 1940

"Music in the Gymnasium" by Norman Lloyd

"Reducing Health Hazards in the Swimming Pool" by Wallace A. Manheimer

"Snow or Straw—We Ski!" by Luell A. Weed

"Co-Recreation in Physical Education Programs" by G. M. Gloss

"Skating as a Physical Education Activity" by Carita Robertson

"A List of Films on Skiing" prepared by Lawrence E. Briggs

Journal of Physical Education, January-February 1940

"We Need a New Diving Board." Discussion of selection, installation and maintenance of diving boards, here related to Y.M.C.A. swimming pools

The Nation's Schools, January 1940

"Basketball Ethics for Coaches" by John J. Gallagher 10-point program recommended by the Coaching Ethics Committee, National Association of Basketball Coaches

"Technic for Mimeograph Paper" by John I. Russell. A helpful article on mimeographed papers

Parks and Recreation, January 1940

"Winter Sports in Southern Cities" by Harold Mott

The Red Cross Courier, January 1940

"Skiing—How Patrols Protect the Devotees" by L. M. Thompson, M.D.

Safety Education, January 1940

"Play Safe." Safety related to the school gymnasium and pool

Scholastic Coach, January 1940

"Planning a New Lighting System" by John T. Bailey

"Building a Cinder Running Track" by John J. Mundinger

"Floodlighting Survey" by Ralph A. Piper

"Kansas Basketball Evaluation Study" by V. W. Lapp, F. C. Allen and E. R. Elbel. A systematic method of rating the all-around ability of individual players

School Activities, January 1940

"An Experiment in Creative Dramatics" by Beryl M. Simpson

"Plan a Play Festival" by J. J. VerBeek

"Hand Puppets Enlarged" by W. M. Viola

"A Valet Club" by Ann Ruth J. Houston. An article on a boys' personality club

Service Bulletin, January 1940. National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation

"Introducing Boys and Girls to Co-Recreation" by Eleanor W. Chamberlin

PAMPHLETS

Per Pupil Costs in City Schools, 1937-38, by Lula Mae Comstock. Pamphlet No. 86. Office of Education, United States Department of the Interior, United States Government Printing Office, Washington, D. C.

Community Living in a Low-rent Housing Project by Howard L. White. Federal Works Agency, United States Housing Authority, Washington, D. C., February 1940

Community Theaters. Reprinted from Building Types Section, *Architectural Record*

Winter Sports Round Up. United States Travel Bureau, New York City

ANNUAL REPORTS

Bureau of Recreation, Department of Public Works, Pittsburgh, Pa.

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Recreation Department, Belleville, New Jersey
Milwaukee Municipal Athletic Association
City Manager, Berkeley, California (contains report of Recreation Department)
Bureau of Recreation, Irvington, New Jersey
Board of Recreation Commissioners, East Orange, New Jersey
Public Recreation Commission, Cincinnati, Ohio
Board of Park Commissioners, Hartford, Conn. (contains report of Division of Recreation)

An "All-Purpose" Dance Costume

(Continued from page 82)

The same costume, by the addition of simple accessories, is also worn in playground pageants, pantomimes and season recitals. Does your program call for an Indian costume? Have the children who will represent the Indians sew red and orange paper fringe on the bottom of the skirt and down the sides, using big stitches that may be quickly removed. Corn, acorns and seed make excellent "beads"; an elaborate "feather" headdress is fashioned from paper and lip stick "paint" —and there you are with a big "Whoop." A little Dutch girl? Just a paper apron with paper tulips pasted on a Dutch cap of paper, and perhaps yellow paper braids. Old Spain? A bolero of cambric, a cardboard comb with flowers, a fan of paper and a bright sash from some cherished scarf at home.

Any number of ideas will be suggested by the children and may be easily adopted for any character or occasion.

In the spring fairy tale pantomime tournament held in Memphis last May, over 1,000 of these costumes were worn by the children. They represented every known character in Fairyland, and the Memphis playgrounds were truly enchanted places with bees, butterflies, flowers, witches, angels, goblins, elves, dwarfs, raindrops, wind, fire and dragons scattered about the green. But the nicest part of the "Make Believe" was the fact that all the accessories had been made by the children themselves under the supervision of the directors. Each child furnished the necessary material for her own accessories, and the completed articles became her property. Many a backyard theater developed from this, and for weeks after the community center or playground program is a thing of the past one may encounter characters from Fairyland in almost any locality for the children take with them into their home the best of that which they receive on the playground.

A Symposium on Playground Activities

(Continued from page 103)

tions in the city. Any group may make application to the Bureau for a street shower. After investigation of the site permission is given. The Fire Department cooperates by passing judgment as to the use of the hydrants and by demonstrating how the sprays are attached. Responsibility for the loan is taken by one person of the petitioning group; he fixes the shower and reducer on the fire hydrant and later removes it.

Permits were issued last year by the Bureau of Recreation of Philadelphia for the operation of 1,403 sprinklers for two one-hour periods daily during the summer months. This involved the use of approximately 2,800 hydrants each day. The street showers were operated by WPA workers, private agencies, and private individuals.

Here Comes the Parade! The Recreation Department of Salt Lake City last summer cooperated with the Covered Wagon Day Committee by conducting a children's parade. Inaugurating the four day celebration, children from every part of the city presented "Around the Year with the Playground Child." Each playground depicted all the activities that occurred during one particular month. The result was novel and impressive.

A parade was again featured in the closing event of the city's summer playgrounds—a children's World Fair held at one of the parks. Each playground had a side show of its own and charged a penny admission. The side shows opened at 6:00 o'clock; at 7:15 came the parade of performers followed by a performance in three rings.

The city playgrounds of Lansing, Michigan vied with each other in providing interesting and unusual floats for their annual playground parade last summer. The parade, sponsored by the City Recreation Department and the Board of Education assisted by the WPA, was over a mile in length. It was instituted as publicity to arouse interest in the annual playground circus the following week. The youngsters' offerings in circus and Mother Goose themes, patriotic displays, and comedy drew laughter and favorable comments from the thousands of spectators. Following the high school band came the city playground "jallopy," "the craziest thing on wheels." Floats patterned on the circus theme displayed a galaxy of clowns, elephants, a bull, a live bear and live monkeys, and a mounted tiger with a crew of "African" huntsmen. There was an old-fashioned barn dance on one float; a Noah's Ark scene, Spanish señoritas, a boxing scene, and a Maypole on others. Mother Goose was represented by Old King Cole, Little Miss Muffet, and the Pied Piper. One playground produced an impressive entry labeled the "peace truck" which showed the fruits of war and peace.

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Prof. L. K. HALL, Director

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Summer Recreation in Princeton

(Continued from page 108)

Community Nights. About midway in the season each playground presented a community night program, attended by parents and friends of the children. Many times the parents as well as the children contributed special entertainment. The eight-week playground season was informally ended with picnics for all registrants. A final community night program, held on the grounds of the Princeton University Baseball Field, formally closed the season. The three playgrounds provided the entertainment, which consisted of dancing, singing, and puppet shows. An exhibit of the playground craft work was on display. Speakers representing borough and township were presented, and the American Legion Junior Drum and Bugle Corps paraded. The attendance was so great that the use of an amplifying system was necessary.

Looking to the Future

Knowing that we must do more in the future to meet the needs of the young men and women and adults of the community, we are constantly trying to improve our program. At present adults participate in swimming and a softball league com-

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Thomas K. Cureton, the foremost Aquatic writer in America, gives a Digest of the Standards for Progressive Tests in Beginning Swimming, and a Ten-Year Review of Scientific Aquatic Studies.

Nathan Kaufman, Recreation Supervisor, Allegheny County Parks, tells you how to stage Water Pageants, Diving Meets, etc. He tells you what has been done, and gives you details, with illustrations, about some of the most successful water-pageant staging ever accomplished. He also gives you guidance on water Games.

E. P. Wagner, whose construction company has built more pools than any other one firm, describes "Construction of Swimming Pools."

Leo Parker, for more than twenty years a legal authority on the subjects, explains "How Swimming Pool Owners May Arrange to Avoid Liability for Injuries to Bathers."

These are just a few of the subjects in the 1940 Edition. You'll find it *crammed* with information, from cover to cover. Order today — *Now!*

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posed of eight teams sponsored by the Y.M.C.A. The Board of Education has granted the use of the eight tennis courts of the Princeton High School as well as the school area for softball. We are planning to use part of the field for badminton, quoits, and horseshoes, games which are popular and which afford exercise and opportunities for social contact.

A petition for another playground was received at the close of the past season. A survey was taken of the district, and the results will be studied by the playground committee.

General Summary

Our program, we believe, is based on democratic principles, because of the active interest of many organizations and individuals in Princeton. If we have obtained a measure of success, it is almost entirely due to their willingness to cooperate. Full credit for the work belongs to these local bodies: Y.M.C.A., Y.W.C.A., Princeton Borough, Princeton Township, Princeton University, and Princeton and Township Boards of Education, and about twenty-five religious, social and fraternal organizations. The recreation program of playgrounds and swimming comprises the major summer activity of the Y.M.C.A. and the Y.W.C.A. The executive committee is composed of members of the above organizations.

Each year we have endeavored to enlarge and extend the scope of activities to include more varied age groups. However, the program is not perfect and we hope that in the future it will continue to grow in usefulness and merit the support of the parents who say, "My children didn't want to leave Princeton this summer because of the playground and swimming activities they would miss."

Hist, the Big Top!

(Continued from page 94)

by the way, proved such a success that we included it in our final evening performance. Other numbers perhaps too subtle for children, too simple for adults were treated accordingly. In every case the "punishment always fit the crime."

The plan of the circus to summarize, was a complete cross-section of settlement work and settlement membership, a complete development of individuality for the benefit of the whole.

New Publications in the Leisure Time Field

Favorite Songs and Play Party Games

From the Ritchie Family, Viper, Perry County, Kentucky. Cooperative Recreation Service, Delaware, Ohio. $.10.

THERE ARE six songs and six games with music in this booklet which has been made possible through the efforts of the Ritchie family. Each evening "at the edge of dark" this family gathered to sing the songs of the Kentucky mountains. As young people Mr. and Mrs. Ritchie loved to go to "plays" where everyone joined in singing games. That is why this "singing family" has helped to preserve so many of the traditional songs and games of the Southern Highlands.

Children and the Theater

By Caroline E. Fisher and Hazel Glaister Robertson. Appendix by Edith W. Ramstad. Stanford University Press, Stanford University, California. $3.00.

THIS VOLUME, based on eight years of experience in Palo Alto Children's Theater, is concerned with performances by child actors for child audiences and not adult acting for children. For this reason it has a much wider application in educational and recreational fields and will be of great interest to recreation workers. It presents the technique of play participation at the level of the child and is a practical handbook for selecting, casting, and rehearsing the play, including dressing the child and the set, with the attendant problems. The book with its attractive illustrations is an important contribution to the literature on children's theaters.

Circle Left!

Collected by Marion Holcomb Skean. Homeplace, Ary, Kentucky. $.50.

RECREATION WORKERS will welcome this new contribution to folk play lore from the Kentucky mountains, the purpose of which is to record a bit of the rich folk culture of the Kentucky mountain people—"the quaint teasing, the boisterous chasing, the make-believing, and the happy singing of youth." The games described by Miss Skean have been played for generations in the region. Some are familiar throughout the whole country; some are peculiar to this setting. Many are definitely of old English origin, while others are pure American folk play. All are games of whose origin even the old folks know little or nothing.

More Than Mere Living

By H. Thompson Rich. Whittlesey House. McGraw-Hill Book Company, New York. $1.75.

IN THIS BOOK the author tells how he and his family for years have lived on a scale two or three times their income and have kept their bills paid. The formula? "Ease off on many of the things that really don't matter, and bear down on a few that do." And what has this formula brought Mr. Rich and his family? Life in the country; vagabond vacations; a European trip; a yacht, though not streamlined; armchair traveling, and all the other delightful adventures that are possible if one knows how to get a lot out of life on a little.

Pottery of the American Indians

By Helen E. Stiles. E. P. Dutton and Company, Inc., New York. $2.50.

IN THIS VOLUME the author teaches the history of a people through an examination of their pottery, showing how all the materials used are those most easily obtainable and how the designs interpret symbolically the emotions, ideas, and religion of the people. She tells how pottery is made, the tools employed, and the objects, animals, and ideas that inspire the designs. The fascinating photographs which accompany the text cannot fail to capture the imagination of the school children for whom the book is intended.

How to Play Winning Checkers

By Millard Hopper. Simon and Schuster, New York. $1.50.

HOW MANY PEOPLE know that the game of checkers dates back to the year 4000 B. C. and that the earliest modern book on the subject was published in Valencia in 1547? These and other interesting facts about the game appear in Mr. Hopper's latest book written to guide the checker amateur in the fine points of the game and to challenge the expert to still higher strategy. As a special feature the book contains a series of checker problems which are puzzles in themselves. There are more than eighty diagrams in this interesting book.

Bowling for Beginners

By Dorothy Sumption. Available from author, Pomerene Hall, Ohio State University, Columbus, Ohio. $.40 postpaid.

THERE IS PRACTICAL HELP in this booklet on bowling techniques, scoring, and the recording of individual scores. An enumeration of the faults to which beginners are prone and a glossary of terms add to the value of the booklet.

Recreational Research

By G. M. Gloss. Obtainable from author at Louisiana State University, University, Louisiana. $1.00.

THE AUTHOR, who is Associate Professor, School of Health, Physical Education and Recreation, Louisiana State University, states in his preface that the material in this book follows as the result first, of his hobby of observing and studying various recreational projects; second, of research done as part of the requirement for a Doctorate project; and third, as an attempt to combine

these two with extracts of the latest available materials on the subject. The completion of his work came in consequence of an invitation from Dr. Walter Monroe to write a chapter on Recreational Research for the Encyclopedia of Educational Research, edited by Dr. Monroe. Dr. Gloss has grouped his material under the following headings: History and Recent Trends; General Sociological Effects; Youth and Leisure; Recreation and Education; Public Recreation; Economic Effects; Professional Aspects; Personal Health and Recreation. Throughout the book he refers to a vast amount of material — books, magazines, pamphlets, and theses. All these references, representing a comprehensive bibliography, are given in the final section of the book. Recreation workers will find this publication of interest.

Taking the Stage.

By Charlotte Crocker, Victor A. Fields, and Will Broomall. Pitman Publishing Corporation, New York City. $2.50.

A book which utilizes solo acting in many fascinating forms—elocution, storytelling, play reading, poetry portrayal, and lecture recital to develop personality and to teach the techniques of acting. In the final section of this book will be found a wealth and variety of material on the fundamental dialects. The authors provide rich practice material and resources both for mono-acting and dialect.

Fees and Charges for Public Recreation.

Prepared by James B. Williams and Ian Forbes. U. S. Department of the Interior, National Park Service. Government Printing Office, Washington, D. C. $.40.

The National Park Service has presented in this book a national study of policies and practices regarding the charging of fees prepared at the request of the American Institute of Park Executives and with the advice of the National Recreation Association. The findings of this study will be of keen interest to recreation and park workers and all concerned with the administration of public parks and recreation areas since this question affects so vitally the participation of all citizens in the benefits of recreation services.

Report of Second National Conference on the College Training of Recreation Leaders.

Farnham Printing and Stationery Company, Minneapolis, Minnesota. $.55.

The Second National Conference on the College Training of Recreation Leaders was held at the University of North Carolina from April 27 to 29, 1939. The proceedings of the Conference, issued in printed form, contain the reports of seven committees. The report as a whole combines a wide variety of thinking in the field of recreation itself with a consideration of trends in the field of college curricula for the training of recreation leaders.

American Planning and Civic Annual.

Edited by Harlean James. American Planning and Civic Association, 901 Union Trust Building, Washington, D. C. Free to members of the American Planning and Civic Association; for non-members, $3.00.

The proceedings of a number of organizations are published in this book: The National Conference on Planning at Boston, May, 1939; the National Conference on State Parks at Itasca State Park, Minnesota, June, 1939; and the Third National Park Conference of the American Planning and Civic Association with the National Park Officials at Santa Fe, New Mexico, in October, 1939. The papers, which record recent civic advance, have been classified under three main headings—Planning; State Parks, and National Parks. Emphasis is laid in many of the papers on recreation as a vital consideration in planning.

The Administration of Health and Physical Education.

By Jesse Feiring Williams, M.D., and Clifford Lee Brownell, Ph.D. W. B. Saunders Company, Philadelphia. $3.00.

Two eminent authorities show in this book how the administrative duties related to health and physical education may be effectively coordinated into a unified program. Advice is given on many present-day problems, including the activities for handicapped children, gymnasium facilities and equipment, the care and maintenance of playgrounds and athletic fields, and intramural and interscholastic athletics.

To the second edition of this well-known book new material has been added, a number of chapters have been revised, and the entire text brought up to date.

Modern Pantomime Entertainments.

By Effa R. Preston. T. S. Denison & Company, Chicago, Illinois. $.60.

A collection of pantomime plays and readings, shadow picture plays and readings, and a number of pantomime songs. Included are burlesques in prose and verse, serious melodramas, plays and songs for holidays and special days, and a few song and dance pantomime numbers. Full directions for staging included. This interesting collection would be of great help to those in need of entertainment specialties.

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A Deeper Note

RECREATION has a special task now. These times are not ordinary. The whole world is on fire. Men's minds are strained almost beyond the breaking point. This appears to be a crazy, madman's world. In such a world the need for the recreation program is increased many fold. For mental balance and sanity and physical reserve become increasingly important.

Recreation now, in such a crisis, in a catastrophic world, with the future even for the United States uncertain, with young men wondering what is to happen to them, whether they may be called to battlefields, with mothers sick with fear for the future of their sons—recreation now must have if possible a deeper note, not something to be talked about, but an atmosphere that just naturally builds morale, that holds people steady.

Men, women and children should go on living. "The play should go on." But not as if there were no fire raging, but in spite of the fire. Now it should be not only living for its own sake but recreation that will keep us sane and strong for facing unafraid the world and all that happens that we may do our part without undue haste, with as much calm as may be.

We in the United States need a strength beyond human power. We need religion: But we also need as a people morale building recreation. We need to remember the beauty of nature, the charm of music, all that drama means to us, what art does to our inner soul, the joys of sport, that this can be God's world, a beautiful world, that life can be kept worth living.

Originally much of recreation was a part of religion. In times of crisis like this the religious note, almost always still present in recreation, needs to be more deeply felt—though this does not mean it is to be talked about, for the most important and most beautiful things in the world lose their beauty when they are all the time put into words. Recreation gives the opportunity for holding our spirits steady.

Howard Braucher

June

The Recreation Year Book

THE RECREATION YEAR BOOK affords a record of the community recreation facilities, leadership, expenditures, and programs provided in towns, cities, counties, and other local governmental units in the United States and Canada. In most cases the YEAR BOOK reports submitted by public departments and private agencies cover service in a single city. In several instances, however, they relate to recreation services and facilities provided by a single unit, usually a county agency, in several communities.

The YEAR BOOK is primarily a statement of community recreation programs conducted under leadership and of facilities operated chiefly for active recreation use. Agencies are entitled to report their work if they conduct play or recreation programs under leaders paid from local funds, or if they operate such facilities as golf courses, bathing beaches, or swimming pools that involve continuous supervision.

The expenditure data reported in this publication should not be confused with the figures reported under the heading "Recreation" in the "Financial Statistics of Cities" reports issued by the United States Bureau of Census. The Census Bureau figures include, in addition to those reported in the YEAR BOOK, expenditures for municipal parks, street trees, museums, community celebrations, band concerts, and other special recreation facilities and services. Because they cover a wider range of recreation services and facilities, Census Bureau expenditures have amounted to as much as four times the YEAR BOOK total for the same annual period.

There is always some variation from year to year in the individual communities submitting YEAR BOOK reports. However, since most of this fluctuation is accounted for by small communities reporting part-time programs and limited facilities, YEAR BOOK totals for any particular year can reasonably be compared with similar totals for other years in determining trends in the community recreation movement.

The 1933, 1934, and 1935 YEAR BOOKS, in addition to the usual data, included a special section containing information concerning recreation services provided in communities where leadership or operating personnel was financed entirely through emergency funds. This YEAR BOOK, like those immediately preceding it, contains no detailed reports of emergency service except as it supplements work financed in part by local funds. Comparisons with figures from previous YEAR BOOK reports are based only upon "regular" service and do not take into account programs provided entirely through emergency funds.

A Summary of Community Recreation in 1939

Number of cities with play leadership or supervised facilities	1,204
Total number of separate play areas reported	21,392[1]
New play areas opened in 1939 for the first time	1,029[2]
Total number of play areas and special facilities reported:	
Outdoor playgrounds	9,749
Recreation buildings	1,666
Indoor recreation centers	4,123
Play streets	298
Archery ranges	455
Athletic fields	875
Baseball diamonds	3,846
Bathing beaches	548
Bowling greens	217
Camps—day and other organized	264
Golf courses	358
Handball courts	1,983
Horseshoe courts	9,326
Ice skating areas	2,968
Picnic areas	3,511
Shuffleboard courts	2,299
Ski jumps	116
Softball diamonds	8,995
Stadiums	244
Swimming pools	1,181
Tennis courts	11,617
Toboggan slides	301
Wading pools	1,545
Total number of employed recreation leaders	41,983[3]
Total number of leaders employed full time the year round	3,450
Total number of volunteer leaders	11,661
Total expenditures for public recreation	$58,217,279[4]

(1) This figure includes outdoor playgrounds, recreation buildings, indoor recreation centers, play streets, athletic fields, bathing beaches, golf courses, picnic areas, and camps.

(2) Indoor centers open for the first time are not included.

(3) 16,941 were emergency leaders.

(4) $26,306,231 of this amount was emergency funds.

Community Recreation in 1939

DURING THE YEAR 1939 the community recreation movement made a steady advance. There was no striking gain as compared with the preceding year but all along the line progress was noted in personnel, expenditures, facilities, and activities. The YEAR BOOK for 1939 records the recreation service in 1,204 communities in which local funds were expended for recreation programs under leadership or for the operation of major recreation facilities.* Reports were received from 35 more cities and covered 50 more agencies than in 1938. The total number of communities served by the agencies reporting was less than the previous year, due primarily to the reduction in the number of county recreation programs, many of which were previously carried on largely through emergency funds.

The importance of leadership in community recreation programs is being recognized increasingly as evidenced by the fact that 25,042 paid leaders were reported in 1939 as compared with 23,975 the preceding year. In fact, only in 1931 was a greater number of employed recreation leaders reported. Even more important is the record of leaders employed on a full-time year-round basis. A total of 3,450 such workers, the largest ever reported, was employed in 1939. Many recreation departments continued to take advantage of the leadership service afforded by workers paid from emergency funds. In contrast with the two preceding years, when the number of emergency workers decreased rapidly, the men and women paid from emergency funds who supplemented local recreation leadership in 1939 were more numerous than in 1938.

Volunteers, too, reached the highest level ever recorded, a total of 32,755 being reported. This increase may be attributed in part to the fact that for the second consecutive year departments were asked to report not only individuals who gave volunteer service as activity leaders, but also persons who assisted in other ways. More cities reported using volunteers than in any previous year.

There was a gratifying gain in the expenditures from regular funds, which totalled nearly 32 million dollars. This amount was the largest reported since 1932 and was more than double the expenditure total from regular funds in 1934. As might have been expected in view of the marked increase in the number of recreation leaders, the total amount reported spent for salaries and wages of leaders, more than nine million dollars, was the largest expenditure for this purpose ever reported. The increase in the amount spent from regular funds was somewhat more than offset by a decrease in the expenditures reported from emergency sources, especially for land, buildings, and improvements. Fees and charges yielded a smaller return than in 1938 although they accounted for 18% of the total expenditures, the source of which was reported.

Playgrounds, recreation buildings, and indoor centers all showed a slight gain over 1938 and again set a new YEAR BOOK record. Considerable increases were also reported for a number of special recreation facilities. However, there was evidence of a definite slowing up in the construction of such facilities as compared with the years immediately preceding. This was reflected in the decrease in the number of new facilities of many types that were open in 1939 for the first time.

YEAR BOOK reports on the activities included in the recreation program indicated the growing popularity of such individual sports as archery, handball, and horseshoe pitching, and a continuing widespread participation in such activities as ice skating, picnicking, swimming, and softball. Many activities showed a 50% increase in the number of different individuals taking part in them and, in the case of a few activities, the participation increased two or three hundred per cent.

Once more the YEAR BOOK reveals the tremendous service which the public recreation areas and facilities render to the American

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* Reports from the following were received too late to be listed separately in the statistical tables, although information which they contain has been included in the summary figures: Fresno, Calif.; San Francisco, Calif. (Park Department); San Rafael, Calif.; Stratford, Conn. (Sterling Park Trustees); Cedar Rapids, Iowa (Department of Parks and Public Property); Muskegon Heights, Mich., (City of Muskegon Heights); Coleraine, Minn.; St. Louis County, Minn.; and Briarcliff Manor, N. Y.

public. Attendance figures submitted for 15,529 of the 21,392 separate areas reported exceeded 523 million. Of this amount, playgrounds furnished approximately 334 million attendances, and buildings and indoor centers, more than 93 million.

No marked changes are observed in the types of organization under which municipal recreation service is administered although the separate recreation department increased its lead as the outstanding type of managing authority. More than one-half of all the public recreation authorities employing full-time year-round recreation leaders were separate recreation departments.

To a large extent municipal recreation agencies have regained the losses which they suffered during the depression years and in many respects they have made marked progress during the past decade. There is reason to look forward with expectation of greater achievement in the years immediately ahead.

NOTE: Throughout the summary which follows references are made to the number of cities reporting various data. In the case of reports covering several communities, such as reports submitted by county park authorities, it is impossible to tell how many of the communities were provided with specific services or facilities. Consequently, except in the section on finances, these reports are recorded as representing a single city. Therefore in the tables relating to leadership, areas, facilities, and activities some of the figures indicating the number of cities are incomplete.

Leadership

The number of employed recreation leaders paid from regular funds in 1939 totalled 25,042. This figure exceeds that reported in any preceding year with the exception of 1931 when 25,508 leaders were employed. The men continued to increase their lead over the women and in 1939 represented 58% of all the workers reported.

The increase in the number of full-time year-round workers that has been observed in the last few years was maintained in 1939 when 3,450 such leaders were reported. More men and women were employed in a full-time leadership capacity in the community recreation movement in 1939 than in any previous year. The pre-depression peak was reached in 1931 when 2,686 such workers were reported. Although the men far outnumbered the women in the case of full-time year-round leaders, the increase for 1939 represented 56 women as compared with 49 men.

The following table of leadership figures for the years 1929, 1934, and 1939 gives a picture of the fluctuations in the number of recreation workers paid from regular funds in the last decade. It will be noted that in most instances the 1934 figures show a marked reduction as compared with 1929. On the other hand, the 1939 figures in every instance but one are larger than the figures for ten years previous. Fewer women, however, were reported employed as leaders in 1939 than in 1929. The 44% increase in the number of full-time year-round workers in 1939 as compared with 1934 is especially outstanding. The table indicates that to a considerable degree men are replacing women as leaders in agencies furnishing community recreation service.

Recreation Leaders Paid from Regular Funds:

	1929	*1934*	*1939*
Cities reporting	806	773	876
Men	10,623	10,953	14,632
Women	12,297	9,292	10,410
Total	22,920	20,245	25,042
Cities with full-time year-round leaders	258	268	332
Men employed full time year round	1,352	1,251	2,124
Women employed full time year round	1,288	1,074	1,326
Total leaders employed full time year round	2,640	2,325	3,450

Supplementary Leaders Paid from Emergency Funds in Cities Providing Regular Service:

Local recreation authorities continued to supplement their regular staff through the use of leadership personnel made available by emergency agencies. The total of 16,941 leaders paid from emergency funds is slightly in excess of the number reported in 1938.

Cities reporting	569
Men	9,438
Women	5,180
Total	16,941*

* This figure includes 2,323 workers reported by one city with no indication as to their sex.

Volunteers

For the second consecutive year recreation authorities were asked to report separately individuals who served as leaders of activities and those who gave volunteer service in some other capacity. A total of 32,755 persons was reported as volunteers, this number being by far the largest ever reported. Slightly more than one-third of this number served as activity leaders, the men outnumbering the women in this group.

	Activity Leaders	*Other Volunteers*	*Total Volunteers*
Cities reporting	320	286	402
Men	7,059	10,784	17,843
Women	4,602	10,310	14,912
Total	11,661	21,094	32,755

Playgrounds, Buildings, and Indoor Centers

Outdoor Playgrounds

The total number of outdoor playgrounds under leadership for 1939 was 9,749 and these areas were reported in 792 cities. This total was slightly greater than the number reported the previous year. A 27% increase was noted in the number of playgrounds open under leadership throughout the year, indicating an extension of the service rendered by a large number of playgrounds. For some reason there was a slight falling off in the number of playgrounds conducted for colored people.

The attendance of participants and spectators at the playgrounds during the periods they were under leadership totalled 334,000,000. This figure, as well as the average daily summer attendance showed a decline from the previous year when both attendance figures were the largest reported in any YEAR BOOK.

Number of outdoor playgrounds for white and mixed groups (784 cities)		9,169
Open year round (244 cities)	2,960	
Open during summer months only (688 cities)	4,696	
Open during the school year only (90 cities)	540	
Open during other seasons (146 cities)	973	
Average daily summer attendance of participants (6,654 playgrounds in 613 cities)		1,828,559
Average daily summer attendance of spectators (4,237 playgrounds in 453 cities)		499,849
Number of outdoor playgrounds open in 1939 for the first time (238 cities)		547

In addition to the foregoing, outdoor playgrounds for colored people are reported as follows:

Number of playgrounds for colored people (184 cities)		580
Open year round (72 cities)	196	
Open during summer months only (141 cities)	295	
Open during school year only (11 cities)	22	
Open during other seasons (18 cities)	67	
Average daily summer attendance of participants (320 playgrounds in 127 cities)		70,108
Average daily summer attendance of spectators (269 playgrounds in 100 cities)		21,827
Number of playgrounds for colored people open in 1939 for the first time (32 cities)		44

Total number of playgrounds for white and colored people (792 cities)	9,749
Total average daily summer attendance of participants and spectators, white and colored (6,974 playgrounds)	2,420,343
Total attendance of participants and spectators at playgrounds for white and colored people during periods under leadership (8,386 playgrounds in 659 cities)	291,319,718*
Total number of playgrounds for white and colored people open for the first time	591

* In addition to this figure a total attendance of 43,032,319, including figures for facilities other than playgrounds was reported for 531 playgrounds in 7 cities.

Recreation Buildings

Of the 1,666 recreation buildings reported open under leadership in 1939, 172 were reported open for the first time. Three hundred and ninety-five cities reported one or more recreation buildings, buildings for colored people being reported in 107 of these cities. The total attendance figures for participants, slightly larger than in 1939, exceeded 59,000,000.

Number of recreation buildings for white and mixed groups (371 cities)	1,516
Total yearly or seasonal attendance of participants (964 buildings in 280 cities)	54,544,402
Number of recreation buildings for white and mixed groups open in 1939 for the first time (90 cities)	145

In addition, recreation buildings for colored people are reported as follows:

Number of recreation buildings for colored people (107 cities)	150
Total yearly or seasonal attendance of participants (103 buildings in 79 cities)	4,423,162
Number of recreation buildings for colored people open in 1939 for the first time (24 cities)	27

Total number of recreation buildings for white and colored people (395 cities)	1,666
Total yearly or seasonal attendance of participants at recreation buildings for white and colored people (1,179 buildings in 300 cities)	58,967,564*
Total number of recreation buildings for white and colored people open in 1939 for the first time	172

* In addition to this figure an attendance of 227,291 was reported at two buildings in one city, and at adjoining playgrounds.

Indoor Recreation Centers

These centers, which are carried on in buildings not used exclusively or primarily for community recreation activities, totalled 4,123 as compared with 4,059 centers the previous year. The attendance showed an enormous increase of 44% over the 1938 figure which in turn was much higher than the attendance of participants the preceding year. A majority of the centers were open three or more sessions weekly and the attendance at each of these centers averaged 18,000 for the year as compared with an average attendance of 3,000 for those open less than three sessions per week.

Number of centers open 3 or more sessions weekly (378 cities)	2,402
Total yearly or seasonal attendance of participants (1,635 centers in 274 cities)	30,018,102
Number of centers open less than 3 sessions weekly (233 cities)	1,721
Total yearly or seasonal attendance of participants (1,266 centers in 177 cities)	3,944,166
Total number of indoor recreation centers (444 cities)	4,123
Total attendance of participants (3,430 centers in 342 cities)	38,175,135*

* Includes attendance at 529 indoor centers for which the number of sessions per week was not indicated.

Recreation Facilities

During the past few years the number of recreation facilities of many types has increased from year to year as a result of the extensive construction program financed primarily through emergency funds. Many facilities were reported open in 1939 for the first time, but in general the numbers were much smaller than have been reported for several years, indicating a slowing up of the construction program. For most types of facilities there was an increase in the total number reported although in a few cases decreases are noted as compared with 1938. Reports indicate that large numbers of horseshoe courts, softball diamonds, tennis courts, and handball courts were open in 1939 for the first time. The cold weather during December 1939 was reflected in the large number of ice skating rinks reported.

In comparing the number of facilities reported in 1939 with those reported four years earlier, it is noted that the number of archery ranges and shuffleboard courts has more than doubled and that marked increases are reported in the case of handball, horseshoe, and tennis courts, softball diamonds, ice skating rinks, stadiums, swimming and wading pools. Reports on outdoor theaters were secured this year for the first time.

Many authorities do not keep records of the persons served by their recreation facilities but reports indicate a growing utilization of facilities by the people. The popularity of softball is indicated by the fact that softball diamonds were used by nearly twice as many people as baseball diamonds in 1939. Reports also show that in four years the use of archery ranges, handball and horseshoe courts has more than doubled, and that the popularity of bathing beaches, bowling greens, golf courses, ice skating rinks, shuffleboard courts, outdoor swimming pools, and toboggan slides has increased to a remarkable degree. Reports indicate a somewhat lesser use of baseball diamonds, ski jumps, and indoor swimming pools.

In the table which follows, the figures in parentheses indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information relative to participation is given.

Facilities	*Number*	*Participation Per Season*	*Number open in 1939 for first time*
Archery Ranges	455 (257)	267,140 (155) [230]	68 (61)
Athletic Fields	875 (422)	2,327,658 (162) [272]	35 (32)
Baseball Diamonds	3,846 (704)	8,836,361 (355) [1,966]	129 (89)
Bathing Beaches	548 (253)	69,015,006 (132) [309]	9 (9)
Bowling Greens	217 (77)	244,568 (45) [100]	9 (8)
Camps—Day	160 (88)	293,326 (51) [86]	20 (17)
Camps—Others	104 (72)	109,983 (51) [76]	14 (11)
Golf Courses (9-Hole)	146 (114)	2,272,798 (66) [93]	4 (4)
Golf Courses (18-Hole)	212 (135)	5,987,349 (96) [156]	2 (2)
Handball Courts	1,983 (173)	4,759,038 (93) [1,206]	271 (22)
Horseshoe Courts	9,326 (646)	4,192,202 (346) [4,939]	634 (123)
Ice Skating Areas	2,968 (427)	16,501,089 (217) [1,608]	209 (77)
Picnic Areas	3,511 (476)	15,413,950 (220) [1,428]	161 (65)
Play Streets	298 (46)	699,933 (25) [114]	21 (9)
Shuffleboard Courts	2,299 (259)	2,811,858 (149) [1,593]	325 (56)
Ski Jumps	116 (64)	68,728 (28) [65]	4 (4)
Softball Diamonds	8,995 (736)	17,256,306 (427) [4,890]	571 (131)
Stadiums	244 (176)	1,519,066 (44) [57]	24 (19)
Swimming Pools (indoor)	315 (122)	3,849,822 (83) [185]	9 (7)
Swimming Pools (outdoor)	866 (399)	27,312,781 (257) [618]	50 (46)
Tennis Courts	11,617 (716)	10,504,762 (389) [7,051]	411 (112)
Theaters	110 (70)	616,678 (35) [51]	8 (7)
Toboggan Slides	301 (114)	712,897 (57) [120]	22 (18)
Wading Pools	1,545 (426)	11,036,438 (200) [917]	73 (39)

Management

Community recreation programs and facilities are provided by a great variety of public and private agencies, 1,157 of which submitted reports for this YEAR BOOK. It should be remembered that some agencies serve a number of communities, and that there are many cities with more than one agency furnishing community recreation service.

Total Agencies

Reports were received from 67 more public agencies in 1939 than the previous year. There is no appreciable change in the relative number of agencies represented under each of the major types of managing authorities, when compared with 1938 figures. Separate recreation departments continue to hold the lead in the number of agencies reporting, followed by park and school departments in the order named. In many of the smaller communities recreation is administered by the city council or some other authority responsible for the local government, and in a number of cases the name of the specific authority was not reported. The diminishing part that the private agencies are playing in furnishing community recreation service is evident from the gradual decrease in recent years in the number of such agencies submitting YEAR BOOK reports. Thus, in 1939 the number was 104 less than in 1929 when 259 private agencies reported.

Agencies Reporting Full-Time Year-Round Leaders

An appreciable increase in such agencies is noted only in the case of authorities administering recreation as a single function. Fewer park authorities reported full-time year-round leaders in 1939 than in 1938. The relatively small number of municipal agencies other than recreation, school, or park departments that employ full-time leadership indicates that, for the most part, these agencies conduct only seasonal programs or operate limited recreation facilities. On the other hand, the important contribution of separate recreation authorities to year-round recreation service is apparent from the fact that they represent 55% of all the public agencies employing full-time year-round leaders. Furthermore, whereas only a small percentage of the park and school authorities employ such leadership, 53% of the separate recreation agencies report full-time workers.

Municipal Authorities

The forms of municipal administration in the cities reporting recreation service in 1939 are summarized as follows:

Managing Authority	*Total Agencies*	*Agencies with Full-time Year-Round Leadership*
Authorities Administering Recreation as a Single Function	327	174
Recreation Commissions, Boards, Departments, Committees, and Councils		
Authorities Administering Recreation in Conjunction with Park Service	287	82
Park Commissions, Boards, Departments, and Committees	227	59
Park and Recreation Commissions, Boards, Departments, and Committees	38	13
Departments of Parks and Public Property or Buildings	13	6
Other departments in which park and recreation services are administered by the same bureau or division	9	4
Authorities Administering Recreation in Conjunction with School Services	181	30
School Boards, Departments, and other School Authorities		
Other Municipal Authorities Administering Recreation Services	207	29
City Managers, City and Borough Councils, County Boards, and similar bodies	72	2
Departments of Public Works	24	6
Departments of Public Welfare	11	10
Golf Commissions, Boards, and Departments	8	2
Swimming Pool, Beach, and Bath Commissions and Departments	6	1
Departments of Public Service or Public Affairs	2	2
Forest Preserve or Forestry Boards	2	..
Other municipal commissions, boards, and departments	21	5
Department not designated	61	1
Grand Total	1,002	315

Private Authorities

Private organizations maintaining playgrounds or recreation centers or providing community recreation activities in 1939 are reported as follows:

Managing Authority	*Total Agencies*	*Agencies with Full-time Year-Round Leadership*
Playground and Recreation Associations, Committees, Councils, and Leagues; Community Service Boards, Committees, and Associations	56	28
Community House Organizations, Community and Social Center Boards, and Memorial Building Associations	22	15
Y. M. C. A.'s	12	..
Civic, Neighborhood and Community Leagues, Clubs, and Improvement Associations	12	5
Kiwanis Clubs	6	..
Welfare Federations and Associations, Social Service Leagues, Settlements, and Child Welfare Organizations	6	2
Chambers of Commerce and Commercial Clubs	6	1
American Legion	4	..
Park and Playground Trustees	4	1
Industrial plants	3	2
Parent-Teacher Associations	3	..
American Red Cross	3	..
Lions Clubs	3	..
Miscellaneous	15	1
Total	155	55

Finances

An encouraging upturn is observed in expenditures for community recreation in 1939. The total expenditures reported from regular funds, namely, $31,911,048, were exceeded only by the years 1930, 1931, and 1932, and represent an increase of 54% over the low point reached in 1934.

That cities were beginning again to spend local funds for land, buildings, and permanent improvements was indicated by the increase of more than 50% in the amount spent for this purpose over 1938, although it represents less than one-half of the capital expenditures reported in 1930. More money was reported spent in salaries and wages for recreation leadership than during any previous year. That expenditures for other current items did not increase proportionally is due, in part at least, to the fact that leadership expenditures are more easily segregated than are some of the other items in current recreation budgets.

One hundred and eighty-eight cities reported that their expenditures were supplemented by a contribution from some other department or agency in the form of maintenance, heat, light, or other service. The estimated value of contributed services in 161 cities was $348,545, which is not included in the expenditure total.

The following table presents the amounts spent from regular funds during 1939, classified as to type of expenditure. The figures in parentheses indicate the number of communities in which the funds were expended.

Expenditures from Regular Funds

Land, Buildings, and Permanent Improvements	$ 5,644,525	(454)
Upkeep, Supplies, and Incidentals	4,513,634	(883)
Salaries and Wages for Leadership	9,049,586	(903)
For Other Personal Services	6,154,372	(518)
Total Salaries and Wages	15,116,554	(938)
Total Expenditures for Recreation in 1939	31,911,048	(1,148)

Unlike the preceding year, expenditures for community recreation from regular funds exceeded the amount spent from emergency funds to supplement community recreation budgets. A total of $26,306,231 was reported spent from emergency funds in cities where money was also raised locally for community recreation service. Whereas emergency expenditures for recreation leadership compared favorably with the previous year, the decrease was largely accounted for by a drop in the amount spent for land, buildings, and permanent improvements.

The following emergency expenditures in 1939 were reported in cities carrying on some regular service. Figures in parentheses indicate the number of communities.

Expenditures from Emergency Funds

Land, Buildings, Permanent Improvements	$ 9,301,319	(161)
Salaries and Wages for Leadership	8,695,964	(587)
Total Expenditures	26,306,231	(684)

Sources of Support

The sources from which regular funds were secured for financing community recreation programs and facilities are summarized in the following table. The differences in the two columns are due to the fact that some agencies serve several communities and that in several cities there is more than one agency. Receipts from fees and charges supplemented the sources in 435 cities.

Source of Support	*Number of Cities*	*Number of Agencies*
Municipal Funds Only	709	873
Private Funds Only	89	106
County Funds Only	131	29
Municipal and Private Funds	168	147
County and Private Funds	19	8
Miscellaneous Public and/or Private Funds	88	3
Total	1,204	1,166

The following table indicates three main sources of recreation funds. Money secured from appropriations and other public sources represents 86% of the total; private funds account for 3%. The balance, secured from fees and charges, was considerably less than the preceding year.

Source of Support	*Amount*	*% of Total*	*No. of Cities*
Taxes and Other Public Funds	$27,344,811	86%	990
Fees and Charges	3,370,998	11%	435
Private Funds	1,053,597	3%	334

The $3,370,998 reported above as funds derived from fees and charges in connection with recreation facilities and services represents only funds expended directly by the recreation agencies collecting them. In addition to this amount, 127 agencies collected $2,339,976 in fees and charges which they turned over to local city and county treasuries. Thus, the total amount of fees and charges collected during 1939 was $5,710,974 or 18% of the total amount, the source of which was reported. This amount is much less than in 1938 when receipts from fees and charges totalled $6,774,483 or more than 23% of the total.

Bond Issues

Twenty-two cities reported bond issues for recreation passed in 1939 totaling $821,697. Cities reporting and the amounts passed are listed below.

City and State	*Amount of Bond Issue Passed*	*City and State*	*Amount of Bond Issue Passed*
Redondo Beach, California	$125,000	Grand Island, Nebraska	$ 35,000
Athens, Georgia	5,000	York, Nebraska	35,000
Centralia, Illinois	40,000	Manchester, New Hampshire	5,200
Freeport, Illinois	30,000	Hudson County, New Jersey	95,380
Sycamore, Illinois	5,000	Buffalo, New York	1,720
Waukegan, Illinois	100,000	Wishek, North Dakota	7,000
Anderson, Indiana	35,000	Steubenville, Ohio	22,011
East Chicago, Indiana	200	Toledo, Ohio	45,100
North Township, Indiana	80,000	Silverton, Oregon	6,000
Wichita, Kansas	15,000	Beaumont, Texas	40,000
Duluth, Minnesota	46,586	Tyler, Texas	47,500

Special Recreation Activities

Recreation programs are largely built around activities and therefore a recording of the specific activities conducted by recreation agencies gives an indication as to the nature and scope of their service. The following table shows the number of communities reporting the activities listed and also the number of different individuals participating.

It is interesting to note a degree of correlation between the number of cities reporting activities and the number operating facilities necessary for the conduct of these activities. For example, more cities reported archery, badminton, picnicking, skating, and tobogganing than in preceding years, just as the number of archery and badminton courts, skating rinks, and toboggan slides showed a material increase. Figures indicate a drop in the promotion of soccer and a corresponding decrease in the number of individuals participating in this sport. In 41 out of 53 activities listed, an increase in the number of cities conducting the activity was noted in 1939 as compared with the previous year.

Many recreation authorities do not record the number of different individuals participating in the various program features and therefore the participation figures fall far short of indicating the total number taking part in the various activities. Nevertheless, the participation figures in the following table offer some indication as to the relative popularity of the activities. During a single year the number of hobby enthusiasts, hikers, folk dancers, and archers reported more than doubled, and participation in bicycle clubs and winter sports activities showed an even greater increase. A gain of at least 50% is noted in the number taking part in arts and handcraft for children, volley ball, camping, plays, puppetry, instrumental groups, and ice skating.

Team games and individual sports still lead in the number of cities reporting them in the following order: softball, baseball, horseshoes, tennis, and swimming. When ranked according to the number of participants reported, the most popular activities are swimming, skating, picnicking, social recreation and softball.

Figures in parentheses in the following table indicate the number of cities reporting.

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Arts and Crafts		
Art Activities for Children	445	154,453 (218)
Art Activities for Adults	244	23,787 (114)
Handcraft for Children	649	476,129 (342)
Handcraft for Adults	364	113,438 (193)

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Athletic Activities		
Archery	317	40,224 (161)
Badge Tests (NRA)	134	54,145 (57)
Badminton	447	65,805 (251)
Baseball	747	279,094 (344)
Basketball	628	313,220 (342)
Bowling—indoor	115	16,002 (64)
Bowling-on-the-green	88	15,517 (28)
Football—Regulation	203	33,532 (93)
Football—Six-man	112	17,154 (47)
Football—Touch	389	78,307 (201)
Handball	253	49,839 (98)
Horseshoes	728	273,196 (349)
Paddle Tennis	463	165,328 (227)
Roque	78	16,295 (33)
Shuffleboard	350	86,147 (158)
Soccer	275	43,637 (134)
Softball	793	605,379 (379)
Tennis	721	325,872 (307)
Track and Field	450	191,881 (226)
Volley Ball	639	260,778 (324)
Dancing		
Folk Dancing	407	136,216 (206)
Social Dancing	391	422,223 (225)
Tap Dancing	292	80,404 (161)
Drama		
Drama Clubs	237	29,962 (128)
Festivals	179	118,995 (92)
Little Theater Groups	110	10,896 (66)
Pageants	213	72,980 (103)
Plays	344	58,515 (180)
Puppets and Marionettes	255	35,224 (131)
Storytelling	530	178,159 (253)
Music		
Choral Groups	248	38,267 (142)
Community Singing	326	432,614 (155)
Opera Groups	42	2,764 (17)
Symphony Orchestras	80	7,111 (45)
Other Instrumental Groups	289	39,431 (163)
Outing Activities		
Camping	218	37,616 (99)
Gardening	118	15,481 (57)
Hiking	446	351,276 (237)
Nature Activities	328	85,454 (158)
Picnicking	590	916,675 (205)

Water Sports

Boating	102	15,863	(29)
Swimming	674	1,862,959	(248)
Swimming Badge Tests (NRA)	166	25,078	(73)

Winter Sports

Hockey	190	21,986	(91)
Skating	450	1,176,962	(161)
Skiing	142	18,041	(49)
Tobogganing	159	105,532	(52)

Miscellaneous Activities

Bicycle Clubs	202	40,672	(109)
Circuses	125	51,803	(59)
Community-Wide Celebrations	386	....	...
Forums, Discussion Groups, etc.	156	52,385	(87)
Hobby Clubs or Groups	317	235,985	(164)
Model Aircraft	242	34,410	(126)
Motion Pictures	223	306,855	(99)
Playground Newspaper	133	6,765	(58)
Safety Activities	297	90,488	(128)
Social Recreation	379	669,234	(177)
Supervised Roller Skating	137	55,211	(57)

What method do you use in recording attendance at your summer playgrounds?

Have you conducted tests to determine how accurately the method you are using records the actual number of playground visits?

Can you use your attendance figures in comparing the service rendered by your playgrounds with those in other cities?

A National Committee on Recreation Record Keeping has recommended a standard formula and urges your cooperation in giving it a fair trial. See page 208 for a description of this formula and adopt it for your playgrounds this summer.

Tables of Playground and Community Recreation Statistics for 1939

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages			Grand Total
											For Leadership	For All Other Personal Services	Total	
	Alabama													
1	Birmingham	259,678	Park and Recreation Board	9	1	6	....	....	1,000	45,000	11,515	31,000	42,515	88,515
	Arizona													
2	Mesa	3,711	Parks and Playgrounds Board	5	1	2	55	5	1,209	3,296	2,440	1,039	3,479	7,984
3	Miami	7,693	Y. M. C. A., City School Board and Community Organizations	4	4	....	....	....	....	....	....	....	....	[1]606
4	Phoenix	48,118	Recreation Department[2]	10	11	4	10	....	....	6,250	11,000	13,600	24,600	30,850
5	Safford	1,706	American Legion Post No. 32	2	....	....	....	....	....	....	....	....	....	1,208
6	Tucson	32,506	Department of Playgrounds and Recreation[2]	10	3	2	9	37	1,978	9,177	6,870	8,066	14,936	26,091
7	Yuma County[4]	17,816	Recreation Committee, County Park Board	....	1	....	33	13	....	104	1	....	1	105
	Arkansas													
8	Fayetteville	7,394	Harmon Playfield Committee	1	1	....	3	....	....	25	145	35	180	205
9	Little Rock	81,679	Recreation Commission and W. P. A.	3	....	....	26	20	....	1,273	300	375	675	[11]948
10	Pine Bluff	20,760	Park Commission	4	....	3	14	35	1,500	5,000	3,500	2,000	5,500	12,000
	California													
11	Alameda	35,033	Department of Playground and Recreation	1	8	8	....	....	12,361	2,451	8,930	....	8,930	[5]23,742
			Golf Course Department	1	....	....	....	....	....	....	....	....	....	....
12	Albany	8,569	Park and Playground Planning and Zoning Commission	2	....	1	4	....	5,345	2,554	2,520	510	3,030	10,929
13	Alhambra	29,472	Playground and Recreation Commission	1	6	1	....	....	....	....	....	....	....	8,370
			Park Department	8	....	2	....	....	....	6,463	3,832	3,900	7,732	14,195
14	Arcadia	5,216	Board of Trustees, School District	1	....	....	....	....	....	400	250	400	650	1,050
15	Bakersfield	26,015	Recreation Commission	26	4	1	....	....	....	532	6,206	....	6,206	[6]6,738
16	Berkeley	81,109	City Recreation Department and Health Education Department, Board of Education	35	10	6	....	....	1,621	26,228	36,221	17,016	53,237	[1]81,086
17	Beverly Hills	17,429	Playground Department	3	1	1	....	....	4,473	4,102	....	....	20,410	28,985
18	Brea	2,435	City of Brea	1	....	....	....	....	....	230	150	....	150	[1]380
19	Burbank	16,662	Board of Education, Unified School District	6	....	....	....	....	....	1,800	2,100	....	2,100	3,900
20	Chino	3,118	City and School District	2	1	....	....	....	....	157	300	....	300	457
21	Compton	12,516	Playground Department, City Schools	1	....	....	....	....	....	584	644	....	644	1,228
22	Compton Union School District[7]	45,000	Playgrounds and Recreation Department, School District	30	3	....	1	....	....	2,008	7,370	250	7,620	9,628
23	Corona	7,018	City Council	2	1	....	4	5	....	300	750	....	750	1,050
24	Crockett	4,314	Crockett Club	3	2	1	....	25	....	....	....	....	....	[9]
25	East Bay District[10]	454,525	Regional Park District	25	4	29	40	....	257,246	....	....	....	....	283,343
26	El Cerrito	3,870	City of El Cerrito	2	2	....	....	....	....	500	2,572	....	2,572	3,072
27	Glendale	62,736	Parks and Recreation Department[2]	16	5	3	20	....	18,590	6,078	7,477	8,375	15,852	40,520
28	Hanford	7,028	Recreation Board	1	1	....	....	....	20,163	3,027	....	....	4,267	27,457
29	La Mesa	2,513	Recreation Commission	1	....	....	....	....	500	200	300	40	340	1,040
30	Long Beach	142,032	Recreation Commission	44	24	39	....	....	....	....	....	....	85,559	[1]141,442
31	Los Angeles	1,257,680	Department of Playground and Recreation[2]	153	69	96	....	....	133,068	234,772	264,144	317,035	581,179	949,019
			Board of Education	116	114	22	....	....	....	12,000	154,407	....	154,407	[5]166,407
			Board of Park Commissioners	1	....	[11]1	....	....	....	26,584	2,500	63,258	65,758	92,342
32	Los Angeles Co.[12]	2,208,492	Department of Recreation[2]	20	3	15	....	....	59,821	63,061	....	....	205,366	328,248
33	Modesto	13,842	Recreation Commission and Park Department	1	3	....	....	....	126	4,847	2,526	15,149	17,675	22,648
34	Montebello	5,498	Natatorium Department	1	1	....	....	....	....	3,310	....	....	4,685	7,995
35	Monterey	9,141	Recreation Board	5	2	1	9	....	....	1,511	4,395	1,200	5,595	7,106
36	Oakland	284,063	Board of Playground Directors	120	102	32	1714	156	....	104,016	113,398	113,834	227,232	[1]331,248
37	Ontario	13,583	Recreation Department	2	2	....	2	8	600	1,750	2,148	3,006	5,154	7,504
38	Orange	8,066	Playground Commission	2	6	....	....	22	....	....	373	....	373	496
39	Oxnard	6,285	Recreation Commission	1	1	....	2	....	....	150	450	250	700	850
40	Pacific Grove	5,558	Recreation Committee	12	1	2	10	54	....	....	....	....	....	[1]19,968
41	Palo Alto	13,652	Community Center Commission	10	8	9	30	300	....	20,826	16,294	2,880	19,174	40,000
42	Pasadena	76,086	Department of Recreation[13]	21	37	8	....	....	....	6,244	21,239	2,532	23,771	30,015
			Department of Parks	8	1	5	....	....	8,457	50,911	14,140	56,568	70,708	130,076
43	Pomona	20,804	Recreation Department	1	2	2	....	....	1,192	4,298	2,316	....	2,316	7,806
44	Porterville	5,203	Recreation Commission	1	....	....	....	1	....	....	....	....	....	600
45	Red Bluff	3,517	City Council	3	2	....	....	....	1,220	771	1,098	167	1,265	3,256
46	Redondo Beach	9,347	Recreation Commission	1	....	[14]1	....	....	450	750	1,500	....	1,500	2,700
47	Redwood City	8,962	Recreation Department	2	1	....	....	....	1,100	3,061	1,190	....	1,190	5,351
48	Richmond	20,093	Recreation Department, School Board	7	11	....	5	....	....	2,500	9,660	....	9,660	12,160
49	Riverside	29,696	Recreation Department	....	1	1	....	....	....	2,473	....	....	2,369	4,842
50	Roseville	6,425	Park Commission	1	1	....	....	5	500	900	....	....	1,525	2,925
51	Sacramento	93,750	Recreation Department	33	11	22	....	....	24,561	54,942	43,903	52,034	95,937	175,440
52	San Buenaventura	11,603	Park Department	2	....	1	....	....	27,635	1,928	1,698	5,008	6,706	36,269
53	San Clemente	667	City of San Clemente	....	....	....	....	....	....	....	....	....	....	....
54	San Diego	147,995	Playground and Recreation Department	12	12	13	75	175	18,000	26,000	....	....	65,725	109,725
55	San Diego Co.[15]	209,659	Property Department	2	....	....	....	....	....	....	....	....	....	2,590
56	San Francisco	634,394	Recreation Commission	247	132	72	26	....	89,045	154,861	208,785	192,830	401,615	645,521
57	San Jose	57,651	City Council, Public Schools and W. P. A.	1	....	....	....	....	....	1,500	375	5,121	5,496	6,996
58	San Mateo	13,444	Union High School District	4	....	....	....	....	....	440	487	219	706	1,146
			Park Department, Recreation Department and W. P. A.	1	....	....	....	5	....	....	....	....	....	39,683
59	San Mateo Co.	77,405	Recreation Commission	3	....	2	....	....	26,200	3,075	....	....	4,040	33,315
60	Santa Ana	30,322	Board of Education	1	....	....	....	....	....	....	....	....	....	2,529
61	Santa Barbara	33,613	Recreation Commission	20	5	3	....	....	43,000	2,463	12,657	....	12,657	[1]58,120

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service					Source of Information	No. of City
																				Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only												Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
38	15	...	66	841,427	8	274,613	21	187,129	1	18	...	...	...	1	2	...	4	110	...	67	48	.....	99,502	99,502	Felix G. Swaim	1
4	1	...	9	129,675	3	8,337	4	.....	1	1	...	...	...	...	...	...	...	1	2	1	9	2	2,742	4,995	8,817	Joseph S. Jarvis	2
4	...	1	5	34,706	...	.....	2	1,800	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	A. Donaldson	3
2	4	...	12	480,636	4	9,900	2	2,150	1	3	...	...	...	...	1	...	4	13	5	16	8	5,000	13,260	18,260	Frances Cane	4
...	...	1	1	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	1	1	...	...	.....	.....	.....	Charles A. Firth	5
5	...	4	11	550,000	3	15,000	2	3,000	...	5	...	...	...	...	[31]	...	4	10	4	8	2	.....	7,750	7,750	Harold A. Patten	6
...	...	2	2	.....	...	.....	4	.....	...	...	...	...	...	...	...	...	...	...	...	1	3	.....	467	467	Miona Mackey	7
1	...	...	1	7,000	...	.....	...	.....	...	...	...	...	...	...	...	...	...	1	1	...	...	.....	.....	.....	Mrs. Hazel Dabney	8
6	5	...	18	250,592	3	1,288	5	6,867	1	3	...	1	...	...	...	...	1	14	1	14	14	.....	21,995	21,995	Jess W. Mathews	9
3	...	...	3	22,362	1	22,750	1	10,555	...	...	...	...	...	1	...	...	1	4	1	1	2	2,400	2,400	2,400	C. C. Beers	10
...	...	...	12	836,516	5	.....	...	.....	...	3	6	1	...	...	...	...	...	10	...	31	14	.....	45,108	45,108	Otto Rittler	11
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	Earl Fry	a
...	...	...	8	569,862	3	51,677	2	6,652	2	1	...	...	1	...	...	...	1	8	1	26	18	.....	37,840	40,770	Thomas L. Farnsworth	12
...	...	...	13	1,051,401	2	35,749	...	.....	...	2	...	...	...	...	...	...	...	...	...	23	12	.....	30,056	30,056	Dorothy Montgomery	13
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	2	5	1	...	...	.....	.....	.....	Emerson Winter	a
2	...	...	2	27,500	...	.....	...	.....	2	...	...	...	...	...	...	...	...	1	...	5	2	.....	.....	.....	E. E. Westerhouse	14
5	11	...	16	159,891	...	.....	...	.....	...	...	...	...	...	...	...	...	3	12	1	...	...	.....	.....	.....	Maurice H. Gerard	15
...	1	1	26	1,500,930	5	28,079	4	28,463	4	5	...	...	3	...	...	2	...	24	1	53	36	.....	68,259	92,221	Charles W. Davis	16
2	...	...	2	52,000	...	.....	...	.....	2	...	...	...	...	...	...	...	1	17	1	...	...	.....	.....	.....	H. D. McCary	17
2	...	...	2	8,045	...	.....	2	2,275	1	3	...	...	...	...	...	...	1	6	1	4	2	.....	1,319	1,319	S. S. Smith	18
7	1	...	14	265,600	...	.....	9	.....	2	1	...	1	...	...	...	...	1	8	3	10	12	.....	23,160	23,160	John C. Dulin	19
2	...	...	2	.....	...	.....	2	.....	1	1	...	...	...	...	...	...	...	6	...	4	1	.....	3,036	3,036	L. H. Dickey	20
...	...	...	10	[6]198,958	10	.....	...	.....	...	...	...	...	...	...	...	...	...	2	...	36	16	.....	19,615	19,615	K. W. Mason	21
1	1	...	7	[8]256,997	1	28,576	6	173,425	7	1	...	...	...	...	...	...	1	14	...	36	16	.....	21,733	21,733	K. W. Mason	22
2	...	...	2	.....	...	.....	1	.....	...	1	...	1	...	...	...	...	1	...	1	3	1	.....	.....	.....	Raymond L. Mahoney	23
...	...	...	1	[8]62,169	3	5,000	...	.....	1	1	...	...	...	...	...	...	1	2	1	...	...	.....	.....	.....	Frank H. Young	24
...	...	...	...	.....	14	480,766	...	.....	5	4	2	17	2	...	1	...	2	...	...	...	...	521,420	.....	521,420	Elbert M. Vail	25
...	...	...	2	.....	...	.....	...	.....	2	2	...	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	M. Foley	26
1	...	...	6	324,352	4	30,000	...	.....	...	1	...	...	1	...	...	...	1	8	1	18	6	.....	16,000	16,000	William A. Burr	27
...	...	...	1	[8]5,400	...	.....	...	.....	...	1	...	...	...	...	...	...	1	1	1	...	...	.....	.....	.....	Agnes K. Cowman	28
2	...	...	2	28,000	1	.....	...	.....	...	...	...	...	...	...	...	...	...	1	...	3	2	.....	4,000	4,100	John S. Reid	29
7	...	...	57	7,071,809	10	504,880	31	760,000	4	10	14	...	...	...	...	...	1	34	...	...	...	.....	.....	.....	Walter L. Scott	30
...	...	...	48	9,804,384	71	1,730,186	...	.....	1	28	3	...	4	...	...	1	21	104	17	80	50	136,684	146,221	295,875	George Hjelte	31
...	60	...	198	[8]4,948,260	...	.....	39	104,963	54	33	...	...	...	...	...	4	1	78	...	83	63	.....	.....	.....	C. L. Glenn	a
...	...	...	...	.....	...	.....	...	.....	...	2	...	...	...	1	2	...	...	40	...	...	...	.....	.....	.....	J. J. Hassett	b
4	...	...	171	2,547,972	41	.....	44	.....	...	13	11	...	...	...	1	...	4	18	3	263	123	.....	297,382	297,382	James K. Reid	32
...	...	12	12	163,067	...	.....	5	.....	...	1	2	...	...	1	...	...	...	6	5	21	23	.....	12,987	14,137	E. C. Peckham	33
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	1	...	...	.....	.....	.....	Vancil E. Row	34
1	2	...	5	19,635	...	.....	2	9,492	...	1	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	James N. Parsons	35
...	13	...	76	3,884,667	12	312,923	80	.....	9	20	1	...	5	...	1	...	1	65	1	69	38	.....	60,648	394,053	R. W. Robertson	36
3	...	...	8	.....	3	126,000	2	8,000	1	2	...	1	...	...	...	...	1	25	1	5	4	.....	.....	.....	Fred H. Clapp	37
3	...	...	3	[8]6,543	...	.....	...	.....	...	...	...	1	...	...	...	...	...	8	...	5	1	.....	500	500	A. Haven Smith	38
2	...	...	2	8,550	1	7,000	1	400	1	3	1	...	...	...	...	1	...	...	...	1	1	.....	600	600	E. O. Imus	39
2	1	...	5	57,638	2	10,432	1	3,428	1	...	1	...	...	1	...	...	1	5	1	6	3	.....	.....	26,358	C. W. Easterbrook	40
...	...	...	5	.....	4	56,199	1	1,200	...	1	...	...	...	...	...	...	2	11	...	6	11	.....	12,683	12,683	Marvin R. Kahn	41
5	7	...	20	855,826	...	.....	4	17,683	10	12	...	...	...	...	...	...	2	58	...	47	41	.....	77,456	77,456	Cecil F. Martin	42
...	...	...	...	.....	2	18,000	...	.....	1	2	...	...	...	1	1	...	2	15	2	...	...	.....	.....	.....	William H. Nicholas	a
3	5	...	12	.....	4	.....	1	.....	...	4	...	1	...	...	...	...	1	4	...	22	9	.....	.....	.....	Earl E. Workman	43
2	3	1	6	7,000	...	.....	2	.....	...	1	...	...	...	...	...	...	...	...	...	4	3	.....	3,600	5,300	Emmett R. Berry	44
...	...	1	1	6,721	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	Enville C. Spaulding	45
1	...	...	3	70,000	5	38,000	1	2,180	...	...	1	...	1	...	...	...	...	...	...	6	4	.....	.....	.....	Tom Durning	46
...	...	2	5	59,265	1	12,660	1	.....	1	1	...	...	...	...	...	...	...	2	...	6	2	600	9,915	10,515	Alfred Morton	47
...	...	...	15	320,681	3	17,368	14	39,726	1	3	...	...	1	...	...	1	...	9	...	16	2	.....	15,434	18,629	Ivan W. Hill	48
1	7	...	16	429,567	...	.....	12	81,848	...	1	...	...	...	...	...	...	5	12	...	16	13	.....	.....	[5]1,104	Edith L. D'Eliscu	49
...	...	...	4	136,356	...	.....	3	850	...	2	...	...	...	...	...	...	...	4	1	3	5	.....	5,078	5,578	Irene E. Meyers	50
...	...	...	15	882,000	14	250,000	14	.....	2	11	...	...	1	1	1	...	2	19	5	50	20	.....	79,019	86,265	J. B. Maloney	51
2	...	...	2	60,000	...	.....	...	.....	...	1	2	...	...	1	...	...	...	...	...	...	...	.....	.....	.....	D. C. McMillan	52
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	1	...	...	2	2	...	...	...	.....	.....	.....	William Holmes	53
4	...	...	39	[8]1,515,355	8	.....	5	.....	1	7	9	...	...	...	...	...	1	38	4	50	25	.....	72,000	108,000	W. A. Kearns	54
...	...	...	...	.....	...	.....	...	.....	...	1	3	...	...	...	...	...	1	1	1	...	...	.....	.....	.....	Lorin W. Deewall	55
37	...	...	107	[16]6,642,695	28	.....	21	114,740	2	15	...	...	1	...	...	...	2	81	...	90	40	723,693	85,313	809,006	Josephine D. Randall	56
...	6	...	22	929,080	2	350,302	2	140,900	...	13	...	...	...	...	...	...	3	18	2	68	25	.....	98,298	98,298	Frank W. Bramhall	57
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	2	...	...	...	...	.....	.....	.....	Homer Martin	58
1	...	...	4	126,399	1	11,872	3	6,669	...	2	...	...	...	...	1	...	...	5	...	13	7	.....	21,696	21,696	Arthur Ryan	a
...	...	...	2	.....	...	.....	...	.....	...	...	...	...	3	...	...	1	...	...	...	...	...	89,100	.....	89,100	Ronald L. Campbell	59
10	...	...	10	[8]28,500	...	.....	...	.....	...	...	...	...	...	...	...	...	1	17	...	12	12	.....	.....	3,939	W. W. Foote	60
3	8	...	17	207,389	3	84,929	1	1,035	...	4	2	...	...	...	...	...	1	23	3	25	9	35,161	28,744	63,905	C. C. Christiansen	61

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages			Grand Total
											For Leadership	For All Other Personal Services	Total	
	Calif.—Cont.													
1	Santa Monica	37,146	Playground and Recreation Department	2	....	2	....	....	.....	4,334	3,180	.....	3,180	7,514
			Public Works Department	....	....	....	....	....	.....	.....	.....	.....	.....	47,000
			Department of Playgrounds and Recreation, School Board	39	20	....	....	....	.....	729	9,725	.....	9,725	10,454
2	Selma	3,047	Department of Recreation[2]	2	1	1	4	....	388	916	2,150	150	2,300	3,604
3	South Pasadena	13,730	Department of Recreation[2]	5	1	....	7	5	46,000	200	600	.....	600	[17]46,800
4	Stockton	47,963	Recreation Department	14	9	3	....	....	8,076	18,011	10,560	8,155	18,715	44,802
5	Torrance	7,271	Recreation Board	2	1	2	....	....	2,404	6,533	2,570	1,287	3,857	12,794
6	Vallejo	14,476	Recreation Commission	5	....	2	1	47	1,379	1,174	7,482	.....	7,482	[11]10,035
7	Ventura County[18]	54,976	Board of Education	7	6	....	....	....	.....	1,500	3,200	.....	3,200	4,700
	Colorado													
8	Akron	1,135	Recreation Commission	1	....	....	....	....	.....	250	75	25	100	[1]350
9	Boulder	11,223	Recreation Association	4	3	1	40	18	400	523	1,924	.....	1,924	2,847
10	Burlington	1,280	Recreation Commission	3	1	....	1	....	300	.....	.....	.....	.....	1,500
11	Cheyenne Wells	595	City and Private Groups	....	....	....	7	....	.....	.....	.....	.....	.....	200
12	Climax	250	Molybdenum Company	2	....	2	....	....	.....	5,080	3,898	2,684	6,582	11,662
13	Colorado Springs	33,237	Patty Stuart Jewett Memorial Field	1	....	1	....	....	2,939	3,092	1,620	15,239	16,859	22,890
			Park Commission	6	12	....	....	....	.....	539	2,153	223	2,376	2,915
			Board of Education	26	25	....	....	....	.....	924	12,321	.....	12,321	13,245
14	Denver	287,861	Park Department and Department of Public Grounds and Buildings	16	....	8	....	....	.....	.....	.....	.....	.....	132,000
15	Eaton	1,221	Recreation Commission[19]	1	....	....	3	4	50	150	200	.....	200	[1]400
16	Fort Collins	11,489	Department of Public Works and American Legion	2	1	....	....	....	.....	.....	.....	.....	.....	3,000
17	Fort Morgan	4,423	School District and City	1	1	....	....	....	.....	90	459	.....	459	549
			City of Fort Morgan	3	....	....	....	....	.....	.....	498	.....	498	2,438
18	Glenwood Springs	1,825	School District	2	1	....	....	....	.....	.....	.....	.....	.....	250
19	Grand Junction	10,247	Department of Recreation	2	1	2	....	5	4,000	400	4,300	.....	4,300	[8]8,700
20	Greeley	12,203	Public Schools and City Council	1	3	....	2	1	.....	88	900	15	915	[11]1,003
21	Holyoke	1,226	City of Holyoke	1	....	....	....	....	.....	381	.....	.....	488	869
22	Las Animas Co.[20]	36,008	Board of County Commissioners	6	1	....	....	....	.....	.....	.....	.....	.....	500
23	Longmont	6,029	Park Commission	5	....	1	....	....	.....	2,900	1,980	4,290	6,270	9,170
24	Montrose	3,566	Park Commission	....	1	....	....	....	.....	.....	150	.....	.....	1,108
25	Pueblo	50,096	Recreation Commission, Inc.	18	2	....	....	71	6,300	6,450	2,170	725	2,895	[15]15,645
26	Salida	5,065	Board of Education and City	1	....	....	....	....	.....	450	300	.....	300	750
	Connecticut													
27	Bridgeport	146,716	Board of Recreation	137	23	4	....	....	.....	3,663	29,374	1,854	31,228	[3]34,891
28	Bristol	28,451	Playground Commission	4	5	....	....	3	.....	531	1,038	.....	1,038	1,569
29	Darien	6,951	Park Commission	....	....	....	....	....	600	2,540	.....	.....	3,426	6,566
30	Fairfield	17,218	Board of Recreation	24	10	....	16	30	.....	1,235	3,715	.....	3,715	[14]950
31	Glastonbury	5,783	School Board, Selectmen and W. P. A.	3	....	....	6	18	617	1,909	589	1,490	2,079	4,605
32	Greenwich	33,112	Recreation Board	78	18	3	7	32	.....	7,437	15,450	9,856	25,306	32,743
33	Hamden	19,020	Recreation Commission	10	9	....	....	....	3,000	1,491	2,090	.....	2,090	6,581
34	Hartford	164,072	Recreation Division, Park Board	54	14	14	....	....	.....	26,193	25,946	28,968	54,914	81,107
35	Middletown	24,554	Department of Parks and Playgrounds[2]	10	5	....	....	....	1,800	500	2,300	1,000	3,300	5,600
36	New Britain	68,128	Recreation Commission	25	10	....	8	....	100	.....	2,600	.....	.....	3,200
37	New Canaan	2,372	Mead Memorial Park Commission	1	1	....	....	....	.....	.....	600	400	1,000	1,000
38	New Haven	162,655	Commission of Public Parks	65	1	6	8	110	.....	1,000	.....	.....	40,600	41,600
			Board of Education	69	54	....	....	....	.....	222	9,050	3,442	12,492	12,714
39	New London	29,640	Board of Education and City	7	5	....	....	....	.....	.....	.....	.....	.....	[2]2,000
40	Norwalk	36,019	Recreation Commission	11	11	....	....	....	.....	700	3,300	.....	3,300	4,000
41	Norwich	32,438	Board of Park Commissioners	1	1	....	....	....	.....	.....	50	50	100	100
			Recreation Commission	9	15	....	....	....	500	.....	3,000	.....	.....	5,500
42	Salisbury	2,767	Recreation Committee	1	....	1	....	....	.....	50	2,325	75	2,400	2,450
43	Shelton	10,113	Recreation Commission	2	4	....	27	....	.....	.....	600	100	700	[5]700
			Community Building Association	3	1	4	20	....	32,000	2,000	3,000	.....	3,000	37,000
44	Stamford	56,765	Board of Public Recreation	22	20	3	....	9	.....	4,003	10,887	2,167	13,054	17,057
			Italian Center, Inc.	....	....	....	2	2	.....	.....	.....	.....	.....	635
45	Stratford	19,212	Recreation Department	8	7	....	....	....	.....	106	2,392	.....	2,392	2,498
46	Torrington	26,040	Park and Recreation Board	6	6	1	5	23	1,000	500	3,500	1,000	4,500	6,000
47	Waterbury	99,902	Park Department[2]	26	33	4	....	3	.....	.....	12,512	.....	.....	34,524
48	Watertown	8,192	Board of Education	19	16	1	....	....	.....	.....	.....	.....	.....	.....
			Civic Union	....	1	....	....	2	.....	110	90	60	150	[1]260
49	Westport	6,073	Park and Athletic Commission	2	....	....	8	20	600	800	1,500	400	1,900	3,300
50	Windsor	6,100	Recreation Study Group	2	2	....	40	126	116	132	351	.....	351	599
51	Winsted	8,674	Playground Committee	....	2	....	....	....	.....	600	500	300	800	1,400
	Delaware													
52	Wilmington	106,597	Board of Park Commissioners	29	23	....	....	....	4,270	1,095	8,627	1,446	10,073	[13]1,638
			Division of Adult Education, Board of Education	12	19	....	....	....	.....	500	4,100	400	4,500	5,000
	Dist. of Columbia													
53	Washington	486,869	Community Center and Playground Department	166	187	68	15	....	25,000	33,060	140,680	81,580	222,260	280,320
			National Capital Parks, National Park Service	....	....	....	....	....	.....	.....	.....	.....	.....	[5]80,315
	Florida													
54	Bradenton	5,986	Recreation Department	1	....	[25]1	10	100	.....	825	550	.....	550	1,375
55	Clearwater	7,607	Recreation Board	1	1	1	12	....	1,770	650	3,120	3,388	6,508	8,928
56	Dade County[27]	142,955	Department of Parks and Right-of-Ways	....	....	....	....	....	60,362	5,977	.....	12,888	12,888	79,227
57	Daytona Beach	16,598	Recreation Department	3	13	8	....	15	4,713	4,713	13,068	27,006	40,074	49,500
58	Fort Lauderdale	8,666	Department of Parks	4	....	4	....	....	5,000	.....	3,500	.....	3,500	37,000
59	Gainesville	10,465	Department of Public Recreation	20	7	2	20	29	.....	1,500	4,800	1,200	6,000	7,500

Year Round Cities Only	Playgrounds Under Leadership: School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Recreation Buildings: Number	Total Yearly or Seasonal Attendance, Participants Only	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leaders: Number of Men	Paid Leaders: Number of Women	Expenditures: Land, Buildings, Permanent Improvements	Expenditures: Leadership	Expenditures: Total	Source of Information	No. of City
1	...	...	11	.....	...	.....	1	3,600	1	1	...	1	...	...	...	...	1	8	...	55	25	.....	69,444	69,444	Frank P. Holborow.....	1
	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	3	...	...	...	.....	.....	.....	George W. Basil.....	a
1	1	...	11	[s]525,546	1	.....	3	.....	2	5	...	...	...	...	...	...	...	16	...	30	50	.....	18,809	19,014	Mrs. Bess Shirley King..	b
1	2	...	6	83,000	...	.....	1	953	1	1	...	...	...	...	...	...	1	9	2	19	8	.....	16,450	19,000	Richard L. Davis.....	2
1	5	...	6	100,000	1	21,000	...	.....	...	1	...	...	...	...	...	1	2	...	...	4	3	27,000	2,316	29,836	Frank C. Stoney.....	3
1	4	...	7	576,117	1	62,109	...	.....	...	6	1	...	1	1	...	...	2	15	7	27	30	.....	67,000	67,000	B. E. Swenson.....	4
	3	...	3	50,000	3	69,712	...	.....	...	1	...	...	...	...	...	...	...	...	...	11	11	.....	10,924	10,924	Dale Riley.....	5
1	...	...	7	222,385	3	3,500	1	.....	...	3	...	...	1	...	...	...	...	7	...	7	5	.....	7,805	12,805	E. F. Tandy.....	6
1	2	...	19	153,553	1	.....	3	.....	14	3	2	...	...	...	...	...	...	9	...	18	2	.....	5,525	5,525	Leslie E. Helhena.....	7
1	...	...	3	2,450	...	.....	1	2,400	1	1	...	...	...	...	...	...	1	1	...	1	1	.....	450	650	D. Reginald Hicks.....	8
4	1	1	8	20,280	1	8,441	6	68,017	1	1	...	1	...	...	...	...	...	6	...	11	3	.....	9,926	9,926	D. W. Pinneo.....	9
...	...	2	2	[s]4,000	...	.....	...	.....	1	1	...	...	...	1	...	...	1	2	...	...	...	.....	.....	.....	J. Earl Schlupp.....	10
...	...	2	2	.....	...	.....	...	.....	...	1	...	...	...	...	...	...	1	2	1	...	...	.....	.....	.....	A. R. Schwarz.....	11
...	...	...	...	.....	1	65,784	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Ralph E. Hargrove.....	12
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	Owen McHugh.....	13
5	...	...	5	[s]19,337	...	.....	...	.....	...	...	1	...	...	...	...	...	1	12	1	...	...	.....	.....	.....	Humphry Saunders.....	a
4	...	...	44	760,835	...	.....	26	.....	4	16	...	...	...	...	...	...	3	30	...	55	32	.....	85,870	85,870	Willard N. Greim.....	14
...	...	...	...	.....	...	.....	...	.....	...	26	2	...	...	1	4	1	4	66	5	...	...	.....	.....	.....	W. H. Asmus.....	a
...	...	...	3	30,000	3	2,500	1	900	1	2	1	...	...	1	...	...	1	2	1	2	2	.....	3,600	3,610	Dean Stinson.....	15
5	...	...	5	.....	...	.....	...	.....	...	1	1	...	...	...	...	...	...	6	1	3	5	.....	.....	.....	B. G. Coy.....	16
...	...	4	4	.....	...	.....	4	.....	1	2	...	...	...	...	...	...	...	4	...	3	2	.....	1,977	1,992	R. R. Brourink.....	17
1	...	...	1	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	Dwight E. Neill.....	a
...	2	...	2	.....	...	.....	2	1,375	2	1	...	...	...	...	...	...	...	2	...	2	...	.....	500	500	M. R. Moorhead.....	18
...	...	8	8	45,000	3	6,000	4	4,000	1	1	...	...	...	1	1	...	1	8	4	6	18	2,000	6,000	8,100	Jack Hunn.....	19
...	...	3	3	[s]32,290	...	.....	...	.....	...	...	...	...	...	...	...	...	...	10	1	3	...	.....	.....	500	Henry Amicarella.....	20
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	Guy L. Bereman.....	21
3	...	...	3	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	6	1	...	...	.....	.....	.....	William F. Robinson....	22
...	...	...	2	[s]16,933	...	.....	...	.....	...	2	...	...	...	1	...	...	1	2	1	4	2	3,500	.....	3,500	C. A. Flanders.....	23
1	...	...	1	4,050	...	.....	...	.....	...	...	...	...	...	...	...	...	...	2	1	1	3	.....	.....	.....	Robert A. Finlayson....	24
6	4	...	10	91,751	4	123,700	22	78,000	...	3	...	...	...	...	1	...	...	17	3	26	12	2,450	30,250	36,375	Fred W. Huling.....	25
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	6	...	...	...	.....	.....	.....	Neal Mehring.....	26
2	...	...	12	[s]140,951	...	.....	6	.....	1	21	4	...	...	1	1	...	1	26	...	...	...	.....	.....	.....	Robert A. Leckie.....	27
5	...	...	5	[s]25,056	...	.....	...	.....	2	5	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	A. C. Hitchcock.....	28
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Walter A. Bates.....	29
5	...	...	8	37,000	...	.....	4	14,000	...	3	...	...	...	...	...	...	...	...	...	3	...	.....	.....	4,480	Walter H. Hellmann....	30
1	...	...	1	33,291	1	24,960	8	7,485	1	1	...	...	...	1	...	...	...	2	...	4	2	.....	6,885	10,279	Emerson C. Reed.....	31
4	...	...	14	356,893	2	41,726	18	66,827	...	8	...	...	1	...	...	...	...	15	...	8	...	.....	3,203	10,434	James S. Stevens.....	32
9	...	...	9	[s]46,813	...	.....	1	.....	1	2	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Mrs. James Bulger.....	33
8	...	6	20	[s]3,185,210	3	249,810	21	900,070	7	32	1	2	...	[12]	...	3	36	1	78	24	.....	123,161	124,181	James H. Dillon.....	34
...	...	9	9	660,000	2	.....	...	.....	1	2	1	...	...	...	...	...	4	...	...	...	.....	.....	.....	.....	P. M. Kidney.....	35
8	...	...	8	34,760	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....	James J. Naughton, Jr..	36
1	...	...	1	.....	...	.....	...	.....	1	1	...	...	...	...	...	...	...	4	1	...	...	.....	.....	.....	Henry Kelley.....	37
1	...	5	17	200,000	...	.....	2	.....	4	22	3	1	1	...	1	...	2	29	...	26	1	.....	.....	7,810	Harold V. Doheny.....	38
0	19	...	39	[s]163,933	1	34,500	8	22,312	...	...	...	...	...	...	...	...	...	...	...	30	7	.....	35,952	48,104	Henry J. Schnelle.....	a
5	...	...	5	.....	...	.....	...	.....	1	2	3	...	...	...	...	...	...	14	...	3	4	.....	400	400	Robert C. Rice.....	39
4	...	4	18	157,158	1	.....	6	.....	1	3	...	...	...	...	...	...	...	...	...	17	9	.....	29,088	29,088	George Brunjes.....	40
...	...	...	...	.....	...	.....	...	.....	...	1	2	...	...	...	...	...	...	1	...	...	...	.....	.....	.....	Henry D. Johnson.....	41
9	...	...	9	153,000	...	.....	...	.....	...	2	...	...	...	...	...	...	...	4	...	...	...	.....	.....	.....	Matthew J. Sheridan....	a
3	1	...	4	.....	1	980	1	1,230	...	1	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Wilbert R. Hemmerly...	42
3	...	...	3	9,780	...	.....	...	.....	1	1	...	...	...	...	...	...	...	2	...	4	12	.....	1,500	1,800	George W. Anger.....	43
...	...	...	...	.....	1	7,000	1	.....	...	...	...	...	...	...	...	...	...	...	...	20	...	.....	1,500	1,500	.....	a
1	4	...	17	244,082	1	9,652	15	26,597	2	5	...	...	...	...	...	...	...	8	5	9	3	.....	7,347	7,347	Edward J. Hunt.....	44
...	...	...	...	.....	...	.....	1	.....	...	...	...	...	1	...	...	...	...	...	...	...	...	.....	.....	.....	Frank Li Volsi.....	a
6	...	...	6	[s]43,474	...	.....	...	.....	...	3	2	2	...	...	...	...	1	7	1	...	...	.....	.....	.....	William H. Shea.....	45
4	...	...	4	30,000	1	.....	...	.....	1	5	1	1	...	...	...	...	...	...	...	4	11	.....	.....	.....	Carl R. Bozenski.....	46
2	...	...	12	154,311	4	47,000	...	.....	3	5	1	...	...	...	1	...	2	18	2	9	10	.....	3,000	3,000	William J. Derwin.....	47
1	...	...	1	[s]4,530	...	.....	3	[22]11,316	...	1	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Howard C. Harrison....	48
1	...	...	1	6,000	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	1	...	...	.....	.....	75	William A. Bartlett.....	a
2	...	...	2	12,011	1	3,000	1	1,212	1	1	...	1	...	...	...	...	...	6	...	...	...	.....	.....	.....	Alan E. Bresslin.....	49
2	...	...	2	3,520	...	.....	4	3,857	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Mrs. Marguerite C. Marsh	50
1	...	...	1	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	2	...	2	.....	192	192	Mildred A. Foulds.....	51
2	...	...	22	662,677	1	38,499	9	124,616	1	12	...	...	...	...	[23]1	...	5	36	6	8	4	17,100	12,126	31,626	Edward R. Mack.....	52
...	...	...	...	.....	1	15,000	11	18,356	...	...	...	...	...	...	...	...	...	...	...	6	4	.....	2,900	2,900	Marguerite H. Burnett..	a
5	1	...	8	117	.....	.....	30	.....	30	.....	...	...	...	...	...	...	...	...	...	59	41	.....	.....	176,000	Lewis R. Barrett.....	53
...	...	...	...	.....	...	.....	...	.....	...	17	...	...	...	[4]10	...	...	6	76	...	...	...	.....	.....	.....	Albert Clyde-Burton....	a
3	4	...	1	2,593	2	[26]2,024	1	5,543	...	...	...	...	...	...	...	...	...	4	...	1	2	.....	757	757	Clayton L. Perreault....	54
			7	18,918	1	12,476	...	.....	1	2	1	...	...	...	[23]1	...	...	2	...	4	4	.....	3,105	3,105	Eddie C. Moore.....	55
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	A. D. Barnes.....	56
1	...	...	5	113,713	10	.....	...	.....	2	2	1	...	...	...	...	...	2	4	1	1	6	.....	.....	.....	Cletus R. Allen.....	57
...	...	...	...	.....	...	.....	1	500	...	1	1	...	...	...	1	...	1	6	...	...	...	10,000	.....	10,000	Porter G. Reynolds.....	58
6	...	2	13	450,108	1	13,785	10	86,400	1	1	...	1	1	...	...	...	...	...	...	10	4	.....	2,160	2,760	Dr. R. G. Manchester...	59

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total
	Florida—Cont.													
1	Jacksonville	129,549	Department of Public Recreation[2]	49	6	30	32	21	26,963	13,135	45,007	33,180	78,187	118,285
2	Lakeland	18,554	Recreation Department	5	1	6								37,000
3	Miami Beach	6,494	Recreation Department	11	6	8	2	150	12,000	7,500	10,500	2,800	13,300	32,800
4	St. Augustine	12,111	Recreation Department	1	1	2				300	2,574			[14]740
5	St. Petersburg	40,425	Bureau of Recreation, Department of Public Welfare	7	5	4			45,596	7,579	9,550	9,570	19,120	72,295
			Bureau of Pier and Spa	10	5									33,328
6	Tallahassee	10,700	Recreation Department	2	2	1		2	2,982	2,550	2,710	355	3,065	8,597
7	Tampa	101,161	Board of Public Recreation	13	16	12	85	28	6,100	13,493	23,772	6,214	29,986	49,579
	Georgia													
8	Athens	18,192	Playground and Recreation Board	1	2	1	2		5,000	1,171	1,677	95	1,772	7,943
9	Augusta	60,342	Trees and Parks Department, City Council[19]		4	4								
10	Brunswick	14,022	City, County and W. P. A.	3		1			500	900	1,725	192	1,917	[13]317
11	Columbus	43,131	Department of Recreation	7	17	6	22	29	46,798	1,633	6,171	752	6,923	55,354
			City and Lions Club											4,600
12	Dublin	6,681	Park Department[19]	1					717				226	943
13	La Grange	20,131	Parks and Playgrounds Board	2						1,008			987	1,995
14	Macon	64,045	Recreation Committee		12	12					7,700	1,140	8,840	11,790
15	Moultrie	8,027	City and Y. M. C. A.	2			24	58						3,600
16	Savannah	85,024	Recreation Department[2]	3	6	3	85	12		797	6,022	780	6,802	7,599
	Idaho													
17	Blackfoot	3,199	Youth Welfare Council, City Council and School Board	3	3					300	800	250	1,050	[5]1,350
18	Boise	21,544	Recreation Council	1	1		6			1,147	200		200	1,347
19	Burley	3,826	City and School District No. 1	4			11	7	600	986	1,380	50	1,430	[3]3,016
20	Coeur d'Alene	8,297	Recreation Council	[28]1				8		290	105		105	[1]395
21	Idaho Falls	9,429	Youth Welfare Council	5	3			11	1,500	475	1,332	150	1,482	3,457
22	Moscow	4,476	City of Moscow	2			4				585		585	[12]2,000
23	Mullan	1,891	Board of Trustees	2										471
24	Pocatello	16,471	Recreation Council	1	1			7	200	773	600		600	1,573
25	Weiser	2,724	Park Board							1,493		1,587	1,587	3,080
	Illinois													
26	Alton	30,151	Playground and Recreation Commission	8	6	2				8,818	5,424	6,948	12,372	[12]1,190
27	Aurora	46,589	Playground Commission	14	17	2			5,450	5,484	6,740	1,920	8,660	19,594
28	Berwyn	47,027	Playground and Recreation Commission	2		2				5,866	3,265	3,038	6,303	12,169
29	Bloomington	30,930	Recreation Board and W. P. A.	1				7		1,115	135		135	[11]250
30	Blue Island	16,534	Playground and Recreation Commission	1						1,843	600	50	650	2,493
31	Bradley	3,400	Recreation Association	2			5	2		5	495		495	500
32	Brookfield	10,035	Park and Recreation Commission	2	1			2	4,500	160	700	400	1,100	5,760
33	Canton	11,718	Park District Board and School Board[19]	2			8		311	873	1,295	671	1,966	3,150
34	Calumet City	12,298	Memorial Park District Board	1		1								
35	Centralia	12,583	Recreation Department[2]	7	6	1	19	18		2,300	3,100	400	3,500	5,800
			Park Board						25,712	7,500		1,200	1,200	34,412
36	Chicago	3,376,438	Bureau of Parks, Recreation and Aviation	34	18	52				28,400	156,820	74,200	231,020	259,420
			Recreation Commission[29]	2		1				13,512			11,488	25,000
			Park District Board	566	180	352				73,074	710,772			[5]783,846
			Bureau of Recreation, Board of Education	64	62	126			276,337	84,401	327,075	203,889	530,964	891,702
37	Chicago Heights	22,321	Harold C. Jones Memorial Center	1		1	10	50						11,000
38	Cicero	66,602	Clyde Park District	10					40,000					70,000
39	Cook County[31]	3,982,123	Forest Preserve Commission	10										[5]100,000
40	Danville	36,765	Recreation Department[2]	9	9	1	28	59		2,350	5,700		5,700	8,050
			Department of Public Property											25,000
41	Decatur	57,510	Park District[2]	1						4,220				5,873
			Playground and Recreation Board	16	19	3	2	178	1,507	6,842	10,575	1,012	11,587	[11]9,936
42	Dixon	9,908	Park Commission	1	6					100	775		775	875
43	Evanston	63,338	Bureau of Recreation, Department of Public Works	34	37	7	28	5		17,070	20,065	6,195	26,260	[14]3,330
44	Forest Park	14,555	Playground and Recreation Board	5	1	1	5	225	777	1,187	2,054	130	2,184	4,148
45	Freeport	22,045	Park Board	3	1		7			400	1,100	300	1,400	1,800
46	Glencoe	6,295	Municipal Playground Commission	1						6,763	2,160	8,477	10,637	17,400
47	Herrin	9,708	Board of Education	2						108	475		475	583
48	Highland Park	12,203	Park Board	6	3		10	20		5,043			11,699	16,742
			Community Service, Inc.	5			15	42		388	2,618		2,618	[13]3,006
49	Hoopeston	5,613	City Council	3	1									2,500
50	Jacksonville	17,747	Y. M. C. A.	4										
51	Joliet	42,993	Park Board and School Board[19]	1		1	20	17	1,000	1,000	2,500		2,500	[5]4,500
52	Kewanee	17,093	Park District	2					10,000		980			20,980
53	La Grange	10,103	Civic Club	1	2		1			15	360	20	380	395
54	Lake Forest	6,554	Park Board	2	2					1,000	2,800	12,000	14,800	15,800
55	La Salle	13,149	Recreation Committee	1	1	1	10		17,900	10,000	1,500	600	2,100	30,000
56	Maywood	25,829	Playground and Recreation Board	3	2	1	4	9		3,500	4,185	821	5,006	8,506
57	Moline	32,236	Park Department	3	11						1,110		1,110	[5]1,110
58	Mount Vernon	12,375	Park Board											
59	Naperville	5,118	City Council and Y. M. C. A.	4	3		10	1		250	750		750	1,000
60	Oak Park	63,982	Playground Board	7	8	8		1	6,001	12,048	12,420	13,428	25,848	43,897
61	Oglesby	3,910	Park Board	1		1	4	25	2,573	1,000	1,360	63	1,423	[14]996
62	Ottawa	15,094	Recreation Commission	1						1,940	60	1,000	1,060	[13]000
63	Pekin	16,129	Park District	6										14,700
64	Peoria	104,969	Pleasure Driveway and Park District Board[19]	1	2	3								
			Community Center[32]	3	4	3		93	62	812	3,940	550	4,390	5,264

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers												Emergency Service					Source of Information	No. of City
																			Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
			15	557,496	2	30,792	6	1,704	2	8							2	22		16	5	79,095	3,390	82,485	Joseph E. Byrnes	1
			7	141,500	5	72,250									1		1	8	1	2	3			5,000	Harry L. Coe, Jr.	2
			3	250,252	2	1,100	1			1	1				1			12							J. B. Lemon	3
4			4	47,261	4	8,000	1			1				1			1	5	1		2		768	768	Bertha Williams	4
4	8		14	49,649	14	518,195	5	627,215		2	1							14		2	4		3,120	4,680	P. V. Gahan	5
											1														G. L. Roberts	a
5			7	$60,320	1	13,161	2	13,940		1								4		4	6	7,038	3,921	10,959	Ralph E. Carter	6
5	2		26	$1,064,192	5	5,000	25	30,000		5		12	1	1			1	22	1	18	24		14,854	14,864	Nash Higgins	7
1		2	4	42,254	2	21,697							1							3	1		3,418	3,418	Rozelle Holman	8
1			5	200,754	4					4	1				1			15	4						Ernest Purd	9
3			8	106,068	1	22,805											1	7		6	14		8,441	8,491	Mrs. Dorothy A. Thiot	10
4		19	29	645,129	1	28,920	10	14,728	1	6								1	12	17	15		16,173	16,308	Edwina Wood	11
															1			12								a
1			2																1						M. A. Rogers	12
																	1	4							G. H. Sargent	13
1		7	19	452,108	7	81,369	5	37,110		8			1					22	6	27	39		35,565	35,565	Mrs. Wilma E. Beggs	14
			3	45,000	1		3	39,128		1			1			1		4	1	1	5		2,520	2,520	J. H. Kenney	15
2			18	705,433			2	30,200		8								4		10	5		12,000	12,000	H. S. Bounds	16
3			3	18,000			1	3,000	1	2							1			3	2			1,250	Donald D. Stalker	17
3	1		4	48,461	1	74,715						1								5	4		6,480	6,840	Gwendolen S. Stevens	18
2	4		6				4			1	1	1		1				4	1	3	2	1,200	3,840	5,040	Leon G. Green	19
3			4	86,514			3											2		5	7		11,173	11,173	Donald J. Boughton	20
5			5	74,150			5	11,190	1	3	1					1		5	2	20	10		4,600	4,600	Joe Call	21
1			1	6,520						1							1		1	3	1				J. A. Brown	22
		1	1							1							1	1						350	J. W. Hutchins	23
4			4	40,000	1	15,000	1	700		1								4	1	5	6		5,272	5,542	R. S. Brown	24
									1	1							1	5	1						Lyle Wood	25
6	2		11	794,684	4	54,600	4	46,200	1	3				1				5	1	13	9		10,031	16,997	R. J. Foval	26
12			12	157,241	3	69,274	3			3		1					5	2	3	7	3		27,850	27,850	Russell A. Perry	27
3			3	98,457	1	92,316	13	27,100	1	5								4	3	20	5				George Sluka	28
8	11		19	267,584	3	8,452	14	247,185	1	3		1	1					20	2	31	19		25,716	36,292	Jessie Dixon	29
7			7	86,523	1	43,405	4		1	1								2	1	12	2		11,852	11,852	Ewald Klings	30
3			3	9,600			1	500	1	1										4	1		405	505	Earl Jones	31
2			3	15,000	1	450	3			1								3		3	4				Frank B. Fanning	32
1	5		6	$175,000					1	2								5							L. H. Gillet	33
			3	72,500	2	66,280	1	11,028	2	2				1			2	4	2	4					Edward Fedosky	34
7			7	49,000	2	35,000	3	3,000	1	3	1	1					1	5	1	7	3		3,800	5,000	Howard Johnston	35
																										a
			35	$6,592,474	8				3	16	3					3		46	11	10	10				Theodore A. Gross	36
																				113	55	121,200		973,133	Edward L. Burchard	a
		192	192	$7,579,059	88	18,211,708			31	115	12	3		4	1	6	38	596	80	[30]537	[30]195		777,667	821,935	V. K. Brown	b
			64	$8,733,452	65				4	13								5	5						Herman J. Fischer	c
					1	13,184														6	1		10,800	10,800	Charles Smith	37
8			8	443,163	4	272,106						1						15	3	10	10				Edward Pacl	38
										47	2		1	1	4		3		1						John B. Morrill	39
11	2		13	441,561	5	170,718	4	4,800		4								13	5	25	11		32,300	32,300	George A. Fairhead	40
															1										John S. Lavezzi	a
															1										J. A. Frazier	41
17	18		36	1,148,518	4	23,100	11	247,915		8								22	3	22	26	9,526	30,336	61,069	R. Wayne Gill	a
6			6	12,500						6	[23]1							3							Helen Hiland	42
5			10	430,185	6	137,575	23	246,190	1	3	9							18		12	14		25,739	34,423	Charles T. Byrnes	43
3			3	108,933			7	16,332										2	1	5	5		6,070	8,400	Sara Peyton	44
3			3							3							1	14	1						Charles Demeter	45
															1										J. A. Williams	46
4		1	5															2		6	6		10,000	10,000	Arthur D. Brunk	47
4			5	43,211						1	2				1			5	1						Mrs. C. A. Brown	48
							3	2,474																	George Scheuchenpflug	a
																	1	5							Jack Goodwine	49
							4	1,900																	A. D. Hermann	50
7	7	4	27	111,700	3		6		1	8	1	1	2		2		1	34	4	28					R. G. Breedon	51
		4	4	442,060						1				1			1	7	2	10	4	25,000	2,800	27,800	B. E. Rose	52
5			5	8,625	1	2,000	1	4,000	1	2								5		3		50	320	470	R. O. Sedgwick	53
2			2	33,000						2	1				1			4							R. H. Peters	54
2			2	66,000			3	42,000		2								2	1					4,000	John Strell, Jr.	55
5			5	74,300			5	31,000	2	1								8	1	6	3		8,100	8,100	John S. Ludlam	56
5			5	72,000													1	9	2						Mrs. Ruby Ledford	57
										1							1	6	1						A. B. Compton	58
5			5	9,676			1		1	1	1					1		2							Dennis Bapst	59
			5	$764,598	5				5	1								9	5	17	5				Josephine Blackstock	60
2		1	3	95,168	1		1			1								2		4	2	2,742	3,800	6,842	Harold Snedden	61
5			5		2		9											2		11	7		3,076	3,076	W. A. Midnight	62
2			2							1				1			1	3	1						A. G. Keller	63
5			5		1	250,000				6					3		1	23	2	45	15				Barney B. Maticka	64
			1	4,600	1	8,200	5	6,560												1	3			675	Nora J. Houston	a

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Illinois—Cont.														
1	Peru	9,121	Recreation Department[2]	1			6	6	1,200	1,400	500	250	750	3,350	M&P
2	River Forest	8,829	Playground and Recreation Board	3	2	4			65		4,736		4,736	6,845	M
3	Riverside	6,770	Playground and Recreation Commission	4	1	1		7	50	300	2,150		2,150	2,500	M
4	Rockford	85,864	Park District Board	8	7					1,423	2,865	8,092	10,957	[5]12,380	M
			Booker Washington Center[32]		1	1	4			1,675	1,225		1,225	2,900	P
5	Rock Island	37,953	Playground and Recreation Commission	19	3	1			301	1,372	3,689	353	4,042	[15]5,715	M
6	Roxana	1,139	Recreation Commission		1			7		1,775	179		179	[11]1,954	M
7	Rushville	2,388	Park Board	2											M&P
8	St. Charles	5,377	Baker Memorial Community Center	2					404	2,200	1,500	3,839	5,339	7,943	P
			Township Park Board											6,000	M
9	Springfield	71,864	Playground and Recreation Commission	56	70	6				10,782	25,000		25,000	35,782	M
10	Sycamore	4,021	Recreation Commission	2		[34]1	16	32	500	4,500	2,200	1,100	3,300	8,300	M
			Park Board	[34]1			49	5	3,000	6,000	600	6,535	7,135	[16]135	M
			Park District Board	1					39,730					54,730	M
11	Waukegan	33,499	Playground and Recreation Department[2]	8	1	1	3	20		3,500	2,800	75	2,875	[16]6,375	M
12	Wilmette	15,233	Playground and Recreation Board	3	3	3	1		64	2,067	6,727		6,727	8,858	M
13	Winnebago Co.[35]	117,373	Forest Preserve District											15,625	C
14	Winnetka	12,166	Community House	5	2	5	75	395	1,000	32,259	12,455	4,890	17,345	50,604	P
			Park District	2	1									[36]26,846	M
15	Wood River	8,136	Recreation Board											4,899	M
	Indiana														
16	Alexandria	4,408	Park Department[2]	4	2		5	5	700	1,500			1,736	[3]3,936	M
17	Anderson	39,804	Community Recreation Committee, Board of Park Commissioners, and Negro Welfare Association	18	14	1	64	301	22,945	22,201	7,200	25,000	32,200	77,346	M
18	Bedford	13,208	Recreation Commission and Golf Commission	5	3		5	6	2,750	4,100			1,600	8,450	M
			City, Y. M. C. A. and W. P. A.		5		20							800	M
19	Brazil	8,744	City Council	3										1,800	M
20	Butler	1,643	School Board	1						100	400	50	450	[1]550	M
21	Columbus	9,935	Recreation Commission	7	8	4			3,250	2,043	6,400	920	7,320	[12]12,613	M&P
22	Crown Point	4,046	City of Crown Point	2			7			500	300	200	500	1,000	M
23	East Chicago	54,784	Department of Community Recreation, Park Commission	30	3	2	18	4			3,911			46,916	M
24	Elkhart County[37]	68,875	Recreation Committee and Y. M. C. A.	2	1		32	6	3,850	1,477			8,580	13,907	C&P
25	Elwood	10,685	City and W. P. A.	2	2		57	353	850					3,659	M
26	Evansville	102,249	Recreation Department, Park Board	34	21	2	32	890	350	6,513	13,343	8,309	21,652	[28]515	M
27	Greencastle	6,658	City Council and School Board	1	3				500	250	750		750	[11]1,500	M
28	Huntington	13,420	Park Department	1										[5]400	M
29	Indianapolis	364,161	Department of Recreation, Park Board[19]	53	55	16			1,500	33,000			39,966	[57]74,466	M
30	Jeffersonville	11,946	Recreation Department[2]	1	1		2	5	50	400	750		750	1,200	M&P
31	Kokomo	32,843	Park Department	10	4		17	22	3,200	1,000	3,600		3,600	[17]800	M
32	La Porte	15,755	Board of Education	5	4					200	1,600		1,600	1,800	M
			Civic Auditorium Advisory Board	1										2,200	M
33	Lebanon	6,445	Common Council	5	3									6,000	M
34	Logansport	18,508	Park Department	1										7,023	M
35	Mishawaka	28,630	Board of Public Works	8	5					5,000	1,500	420	1,920	6,920	M
36	Muncie	46,548	School Board, City and W. P. A.	12	8					800	3,800		3,800	[4]4,600	M
37	North Township[38]	132,752	North Township Trustees	4					80,000	10,100			13,408	103,508	M
38	Pendleton	1,538	Town Board											3,579	M
			City of Richmond											2,000	M
39	Richmond	32,492	Townsend Community Center[32]		2	2	10	14	300	1,488	2,520	360	2,880	4,668	P
			School Board	5	5					281	1,370		1,370	1,651	M
40	Seymour	7,508	Recreation Association	4	3		3	8		2,120			525	2,645	P
41	South Bend	104,193	Department of Public Recreation[2]	58	12	1					12,350			32,795	M
			Dunbar Community Center[32]	1	1	2	30							[13]500	P
42	Speed	417	Louisville Cement Corporation	2	2	2	4								P
43	Terre Haute[39]	62,810	School Board, Park Board and W. P. A.	1			95	46			325		325	9,189	M
44	Tipton	4,861	Park Department	3									3,229	[6]6,122	M
45	Valparaiso	8,079	Recreation Council	6	5				805	450	843	90	933	2,188	P
46	Wabash	8,840	Community Service	1						4,863	1,230		1,230	6,093	M&P
47	Whiting	10,880	Community Service	4	1	3				22,907	6,396	9,300	15,696	[38]603	P
48	Winchester	4,487	Park Board[19]	2	1		5		1,500	2,800	1,500	1,800	3,300	7,600	M
	Iowa														
49	Ames	10,261	Recreation Commission	10	6					729	1,452	383	1,835	2,557	M
50	Cedar Rapids	56,097	Playground and Recreation Commission	45	17	3	110	55	764	2,575	7,548	1,654	9,202	[12]541	M
51	Clinton	25,726	Recreation Commission and Board of Park Commissioners	8	4		6	24						3,436	M&P
			Board of Park Commissioners	[40]	[40]				11,541	4,830		14,476	14,476	[41]30,847	M
52	Davenport	60,751	Recreation and Playground Commission[42]	4	7	2	6			791	1,256		1,256	2,047	M
53	Des Moines	142,559	Playground and Recreation Commission	38	38	4				2,500	22,000		22,000	[24]500	M
54	Dubuque	41,679	Playground and Recreation Commission	18	18	1		9	2,500	5,972	5,372	43	5,415	13,887	M
55	Estherville	4,940	Park Department and W. P. A.	3	1		13	178		501	600			1,251	M&P
56	Grinnell	4,949	Grinnell College	1										300	P
57	Iowa City	15,340	Recreation Board	1	3	1	24	12	1,998	937	1,975		1,975	4,910	P
58	Mapleton	1,622	Town Council	3	2					512			525	1,037	M
59	Marshalltown	17,373	Council of Social Agencies[19]	1			2								M&P
60	Mason City	23,304	Recreation Committee	5	1		16	35		140	1,000		1,000	1,140	M
61	Muscatine	16,778	Park Board	3	1									900	M
62	Oskaloosa	10,123	City, Independent School District and W. P. A.	1							200			[11]900	M&P

No. of City	Playgrounds Under Leadership: Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Recreation Buildings: Number	Total Yearly or Seasonal Attendance, Participants Only	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leaders: Number of Men	Paid Leaders: Number of Women	Expenditures: Land, Buildings, Permanent Improvements	Expenditures: Leadership	Expenditures: Total	Source of Information	No. of City
1			2	2				1	1,500	1	3							1	3	1	3	2		750	750	Leslie Hoenscheid	1
2	1		1	2	54,066	1	43,116	4	18,000	2	4								6		4	2	5,050		5,050	William C. Ladwig	2
3	5	1		7	30,000	1	7,300	1	1,000		1								7							John Walsh	3
4	7			7	175,909					1	16	1			1	2		2	45	12						H. E. Folgate	4
5	1			1	22,500	1	25,986				1										2	3	2,240		2,240	Mrs. Lola Robinson	a
6	8		1	9	[3]131,368	1		17		[33]	[33]								[33]13	[33]	13	12	21,804		25,260	Melville H. Hodge	5
7				1	42,255	2	68,000				1		1						2		4	2	5,150		6,816	Sam Basan	6
8	1			1						1	1				1			1	3	1						E. A. Dyson	7
9						1	89,197										1									Robert F. Munn	8
10											1				1			1		1						Bert Turner	a
11	21		2	25	[3]166,428	1	38,941	21	56,800		7								19	5		1	1,000		1,000	John E. MacWherter	9
12		1		1		1	61,250	6	4,200								1				4	1	1,300		1,800		10
13	1		1	2	52,000	1	3,200				1				1		1		2	1	5		1,000		1,100	Weldon B. Wade	a
14										2	1				1				12	1						Charles L. Whyte	11
15	9			10	65,932	1	96,536	16	66,335	1	3	3	1						10	2	16	5		15,446	15,571	Lu Hanford	a
16	3	4		7	130,959	1	32,092	2	46,309	1	1								2	1	6	3		10,296	15,060	Daniel M. Davis	12
17											9					1				3			203		3,644	H. O. Lundgren	13
18						2	90,000	2	75,000					2												Charles F. Barnes	14
19											1	3			1				4							George B. Caskey	a
20	1	4		6		1												1			6	3			8,500	Merle W. Manley	15
21										1	1							1	1	1	1				5,970	George W. McDermott	16
22	19	12	5	36	818,337	3	115,290	2	47,708	1	3					1		2	5	9	22	4	58,015	14,328	76,858	Edw. J. Ronsheim	17
23	6	2	2	11	107,000	2		2		1	7	1				1		2	10	2	25	3		11,000	12,600	Charles Blackburn	18
24	5			5		2		1		1	1								7		27				12,000	E. A. Brunoehler	19
25															1											Dr. J. F. Durkin	a
26	3			4	63,575			1	9,000	1	2								2		5	1	1,177	1,177	C. E. Jenkins	20
27	3			4	[2]22,464	2	15,120	2	15,750	1	1	1		1			1	2	4	2						Donald Du Shane	21
28	1			1	[2]27,000														2							E. L. Ferris	22
29	13	8	4	31	544,443	4	8,545	21	339,335		5	1			1		1	3	25	8	48	14		24,240	24,410	Rudolph Jarabak	23
30	9	11	2	24	113,159			5	101,902		5	2					1	1	18	1	23	3		40,000	40,000	Vic Palmer	24
31			3	3	256,473	7	52,000	12	65,285	1	4							1	4		23	6		21,141	25,389	Eric E. Cox	25
32	18			18	574,344	2	365,600	30	96,000		5					1		5	21	2	64	16		82,500	104,650	James R. Newcom	26
33	4			4	32,750					1	1						1		2		8	1		1,295	1,435	Kenneth Smith	27
34	3			3		1					3					1			2	2	9	4				Loren Pratt	28
35	38			38	[3]989,348	8	421,814			2	25	1				6		5	85	22						H. W. Middlesworth	29
36	4			4	193,750						3			1					1		3	3		1,400	4,000	S. Harlan Vogt	30
37	5	13		20	193,684	2	136,735	2	11,928		2					1		1	8				2,075		23,571	C. G. Abrams	31
38	3			3	37,347					1	2								12							O. Don Edmonds	32
39			1	1	[2]26,250	1	125,000																			G. E. Walker	a
40											1							1	3							Harold Beck	33
41											1				1				7	1						Sam Snell	34
42	7			7	117,593			3		1	2				1				9	3	7	3	1,950		4,350	Frank M. Steele	35
43	13	8	1	22	314,117			7	25,831	3	2							1	5	3	14	5				Walter Fisher	36
44											2					1		1	1	1			65,455		65,455	John J. Mehan	37
45											1							1		1						J. H. Walker	38
46											1				[23]1				3	2						S. W. Hodgin	39
47						1	28,000																			Mrs. Julia Wrenn Partner	a
48	7			7	91,157					1	2								2	2	9	4	2,087		2,087	L. H. Lyboult	b
49	3			3	122,902	1	35,000			1	3							1	6		7	2	5,000		5,000	Norman J. Lasher	40
50	24			24	435,613	1	125,638	18	48,795	2	8				1	1	1		36	6	52	22	63,751		64,086	Floyd V. Merriman	41
51	1			1	12,500	1	3,000														5	2	5,400		5,400	B. G. Smith	a
52				1		1									1			1	1							Jesse G. Dorsey	42
53	17	14	2	43	1,378,223	7	138,003	17	84,042	3	4				2		1	1	5	2	45	9	48,391		49,669	John G. Russell	43
54	1			1						1					1			1	4	1						Arthur Bryan	44
55	4			4	[3]49,936														8							William R. Kendall	45
56	4			4	5,624						1			1					6		9	1	5,076		7,026	W. C. Mills	46
57	5			5	28,251	1	312,231				2						1		10		15	7	15,521		15,721	John Sharp	47
58	2	1		4	[3]20,000	1	4,000				1				1		1		5							C. C. Barnes	48
59	6			6	[3]38,800			1	2,880	1	1		1					1	6	1	1					Ray O. Donels	49
60	12		2	14	181,845			4	48,060		2								14	5	16	9		6,662	9,440	Nevin Nichols	50
61	5		3	8	293,193	3	1,023			1	1							1	11	2	8	8		9,253	9,253	Hylda Noel	51
62	8	2		10	190,400			4	28,081		4					2		1	9	4						Robert L. Horney	52
63								5	10,373																		a
64			31	31	[3]213,937	1	7,106	6	9,372	1	18	1					3	1	41	14	15	5		14,100	14,100	Kathryn E. Krieg	53
65	10			11	199,085	3	87,618	1	52,893		3							1	11		8	5			8,576	Carl L. Grabow	54
66	3			3				2			2							1	3		2	3		873	878	Dorothy J. Perrin	55
67								1		1	1						1		9							J. C. Truesdale	56
68	3			3	16,329	1	20,000														11	3		4,176	4,176	M. Eugene Trowbridge	57
69																		1								G. L. Weaver	58
70	4			4	44,508			4													12	5				Lucille Flannery	59
71	6			6	36,528														10		5	4		2,780	2,870	Evron M. Karges	60
72											1							1	7	2						John Diercks	61
73	5			5	18,000			2	5,700		1							1	2		5	3		3,720	4,720	Gretchen Jensen	62

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Iowa—Cont.														
1	Sioux City	79,183	Department of Public Recreation, Board of Education	43	57	2	26	337	.....	3,314	14,172	1,829	16,001	19,315	M
			Park Department	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M
2	Waterloo	46,191	Playground Commission	11	10	1	2	22	.....	2,606	3,959	2,000	5,959	[18]8,565	M
			Park Board	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,460	M
3	Waverly	3,652	City of Waverly	4	1	.....	.....	.....	.....	2,065	1,315	650	1,965	4,030	M
4	Webster City	7,024	City of Webster City	3	2	.....	.....	.....	.....	.....	.....	.....	.....	1,998	M
	Kansas														
5	Coffeyville	16,198	Board of Education	3	4	.....	.....	.....	.....	.....	.....	.....	.....	1,200	M
6	Concordia	5,792	Park Committee	1	1	.....	.....	.....	940	1,489	443	588	1,031	3,460	M
7	Garden City	6,121	City of Garden City	4	1	.....	.....	2	125	100	435	500	935	1,160	M&
8	Liberal	5,294	Park Department	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	589	M
9	Salina	20,155	Park Department	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,300	M
10	Topeka	64,120	Board of Education	20	23	.....	.....	9	.....	1,075	4,145	297	4,442	5,517	M
11	Wichita	111,110	Board of Park Commissioners	28	22	.....	.....	4	15,000	.....	.....	.....	.....	50,299	M
	Kentucky														
12	Bellevue	8,497	School Board	2	1	.....	5	.....	.....	500	800	400	1,200	1,700	M
13	Covington	65,252	Park Board	7	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	M
14	Dayton	9,071	Board of Education	2	.....	.....	6	.....	.....	200	200	.....	200	400	M
15	Fort Thomas	10,008	Playground Committee	3	4	.....	.....	.....	63	350	1,590	585	2,175	2,588	M
16	Henderson	11,668	Recreation Council	5	2	1	3	14	1,460	1,400	2,100	375	2,475	5,335	M
17	Lexington	45,736	Playground and Recreation Department	30	15	2	.....	.....	30,459	5,693	10,872	13,893	24,765	[16]0,918	M
			Board of Park Commissioners	6	.....	4	.....	.....	.....	.....	.....	.....	.....	72,425	M
18	Louisville	307,745	Division of Recreation, Department of Public Welfare	16	11	12	25	.....	.....	10,781	19,045	5,265	24,310	35,091	M
19	Paris	6,204	Recreation Council and W. P. A.	1	.....	.....	.....	.....	175	400	258	150	408	[19]83	M&
20	Princeton	4,764	School Board	2	.....	.....	8	.....	.....	.....	.....	.....	.....	1,500	M&
	Louisiana														
21	Lafayette	14,635	Recreation Commission	2	.....	1	.....	.....	.....	755	2,987	258	3,245	4,000	M
22	Monroe	26,028	Recreation Department[2]	8	12	1	10	.....	.....	600	2,700	.....	2,700	[13]3,300	M
			Department of Streets and Parks	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13,800	M
23	New Orleans	458,762	City Park Improvement Association	4	.....	2	.....	.....	.....	.....	3,000	.....	.....	40,798	M
			Audubon Park Commission	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17,259	M
			Playground Community Service Commission	16	26	23	.....	.....	225,325	6,618	30,100	.....	30,100	262,043	M
	Maine														
24	Millinocket	5,830	Town of Millinocket	3	1	.....	.....	.....	.....	.....	.....	.....	.....	1,300	M
25	Portland	70,810	Recreation Commission	5	19	1	.....	.....	.....	3,419	5,547	2,849	8,396	11,815	M
26	Sanford	13,392	Park Commission	4	2	.....	.....	.....	2,000	3,000	1,500	.....	1,500	6,500	M
	Maryland														
27	Baltimore	804,874	Playground Athletic League	122	180	24	218	60	.....	42,760	83,304	28,006	111,310	154,070	M&
			Board of Park Commissioners	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	312,432	M
28	Frederick	14,434	Playground Commission	2	11	.....	.....	20	.....	100	945	.....	945	1,045	M
29	Greenbelt	3,000	Recreation Department	11	5	3	.....	.....	728	1,966	4,570	3,892	8,462	[11]1,156	M
30	Takoma Park	6,415	Parks and Playgrounds Board	4	3	.....	.....	.....	.....	200	1,000	.....	1,000	[11]1,200	M
	Massachusetts														
31	Andover	9,969	Playground Board and Andover Guild	8	9	1	11	34	.....	2,277	4,623	.....	4,623	[16]6,900	M&
32	Arlington	36,094	School Board	8	8	.....	.....	.....	751	665	1,527	2,139	3,666	5,082	M
33	Athol	10,677	Park Department, Y. M. C. A. and W. P. A.	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M&
34	Attleboro	21,769	Park Commission	1	1	.....	.....	.....	.....	500	280	125	405	905	M&
35	Barnstable	7,271	Recreation Council, Inc.	[28]1	.....	.....	.....	15	.....	2,080	500	.....	500	2,580	P
36	Belmont	21,748	Playground and Recreation Commission	21	11	.....	.....	.....	2,600	7,804	8,033	5,230	13,263	23,667	M
			Department of Extended Use, School Committee	67	96	.....	.....	.....	.....	8,115	30,605	30,989	61,594	69,709	M
			Community Service, Inc.	2	2	4	.....	1392	.....	6,142	13,310	5,513	18,823	24,965	P
37	Boston	781,188	Park Department[2]	16	11	27	.....	.....	121,000	.....	48,022	.....	.....	1,069,022	M
			Metropolitan District Commission[46]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	S
			Department of Physical Education, School Committee	25	325	.....	.....	.....	.....	7,209	46,165	13,455	59,620	66,820	M
38	Brockton	63,797	Playground Commission	14	12	.....	.....	.....	.....	.....	8,980	.....	.....	19,958	M
39	Brookline	47,490	Gymnasium and Bath Commission and Playground Department	6	8	4	.....	.....	.....	6,168	14,997	21,001	35,998	42,166	M
40	Cambridge	113,643	Board of Park Commissioners	43	20	10	.....	.....	77,160	4,613	32,780	30,066	62,846	144,619	M
41	Concord	7,477	Playground Committee	4	5	.....	.....	.....	.....	254	1,340	.....	1,340	1,594	M
42	Dalton	4,220	Community Recreation Association	3	1	3	9	.....	.....	8,411	7,183	2,320	9,503	17,914	M&
43	Dedham	15,136	Community Association, Inc.	1	5	1	9	50	723	2,578	1,617	655	2,272	[15]5,573	M&
			School Committee	1	10	.....	.....	7	.....	185	600	.....	600	785	M
44	Easthampton	11,323	Recreation Commission	6	6	.....	.....	.....	350	900	1,000	200	1,200	2,450	M&
45	Everett	48,424	City of Everett	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	M
46	Fairhaven	10,951	Park Commission	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	M
47	Fitchburg	40,692	Board of Park Commissioners	8	6	1	31	8	.....	1,959	3,344	3,207	6,551	8,510	M
48	Framingham	22,210	Civic League	1	.....	.....	12	.....	1,116	6,865	2,050	2,050	4,100	12,081	P
			Park Department[2]	10	10	.....	.....	.....	.....	.....	1,100	.....	.....	8,000	M
49	Gardner	19,399	Park and Playground Department[2]	6	5	.....	.....	.....	643	685	1,980	1,343	3,323	4,651	M
			Municipal Golf Commission	1	.....	.....	.....	.....	.....	767	775	2,239	3,014	3,781	M
			Greenwood Memorial Trustees	1	1	.....	1	.....	.....	4,500	.....	.....	5,500	10,000	M
50	Great Barrington	5,934	Playground Committee	1	1	.....	.....	.....	.....	56	219	.....	219	275	M
51	Hingham	6,657	Playground Department[2]	2	4	.....	20	.....	500	400	1,600	.....	1,600	2,500	M
			Park Department	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1,100	M
52	Holyoke	56,537	Parks and Recreation Commission	19	34	2	.....	7	21,376	5,221	8,774	11,559	20,333	46,930	M

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers												Emergency Service					Source of Information	No. of City
																			Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
23	15	...	38	699,417	...	.....	29	98,394	1	2	...	...	...	...	...	...	...	9	...	20	1	.....	7,200	7,200	Ferdinand A. Bahr	1
...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	1	...	...	3	35	2	...	...	.....	.....	.....	E. O. Johnson	a
8	...	4	12	120,371	...	.....	4	11,940	...	1	...	...	...	...	...	...	...	...	...	16	6	.....	7,800	7,800	C. D. Wardell	2
...	...	...	...	.....	...	.....	...	.....	...	3	1	...	...	1	1	...	...	16	2	...	...	.....	.....	.....	C. C. Chesterman	a
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	1	...	...	1	2	1	...	...	.....	.....	.....	R. O. Clark	3
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	1	1	...	...	.....	.....	.....	E. R. Compton	4
5	...	...	5	$22,500	...	.....	...	.....	1	3	...	...	...	...	...	1	...	3	...	...	...	.....	.....	.....	Thelma Mifflin	5
...	...	...	...	.....	...	.....	...	.....	2	1	...	...	...	...	...	...	1	3	2	...	...	.....	.....	.....	F. V. Hughes	6
2	...	...	2	9,750	...	.....	...	.....	...	1	...	...	...	...	...	...	1	...	1	...	...	.....	.....	200	T. S. Bailey	7
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	1	...	...	.....	.....	.....	J. N. Evans	8
...	...	...	...	.....	...	.....	...	.....	1	7	...	...	...	...	...	...	1	12	1	...	...	6,400	.....	6,400	I. R. Ricklefs	9
16	...	...	16	227,388	...	.....	...	.....	...	2	...	...	...	...	...	...	4	41	2	7	5	.....	885	885	L. P. Dittemore	10
11	...	...	11	458,200	4	70,000	6	20,000	...	15	1	1	...	...	1	...	5	16	3	...	...	.....	.....	.....	N. Henderson	11
1	...	...	1	$11,000	...	.....	...	.....	1	1	...	...	...	...	...	...	...	...	...	...	2	.....	100	100	R. L. Bourn	12
7	...	...	7	$149,424	...	.....	...	.....	...	4	...	...	...	...	...	...	1	...	2	...	5	.....	.....	.....	Anne Campbell	13
5	...	...	5	.....	...	.....	3	.....	...	...	...	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	W. A. Bass	14
3	...	...	3	$15,971	...	.....	...	.....	...	...	...	...	...	...	...	...	...	3	...	2	2	.....	.....	.....	Charles H. Kuhn	15
5	...	...	6	127,388	3	[43]63,180	...	.....	...	3	...	...	...	1	...	...	1	9	1	15	5	.....	12,876	12,876	J. P. Edwards	16
6	...	...	6	395,784	2	70,669	1	9,838	...	...	...	...	...	...	...	...	1	9	1	...	...	33,943	.....	33,943	Anna S. Pherigo	17
...	...	...	...	.....	...	.....	...	.....	...	34	...	...	...	2	2	...	2	94	14	...	...	.....	.....	.....	Smith B. Hanna	18
19	...	...	22	1,457,058	4	175,571	8	15,073	...	...	...	...	...	...	...	1	...	...	...	16	6	.....	11,634	11,634	W. A. Moore	a
1	...	...	2	.....	1	3,600	...	.....	...	1	...	...	...	...	...	...	...	...	...	2	3	.....	3,096	3,496	George L. Doyle	19
3	...	...	3	24,750	...	.....	...	.....	1	1	...	...	...	...	...	...	...	2	1	...	...	.....	.....	.....	Everett Howton	20
5	...	...	6	39,115	2	[26]2,771	3	746	...	1	...	...	...	...	...	...	...	...	...	...	3	.....	1,565	1,565	J. E. Whitford	21
5	...	...	5	35,103	1	8,523	...	.....	...	...	...	...	...	...	...	...	...	...	...	3	3	.....	2,480	2,480	Lucyle Godwin	22
...	...	...	...	.....	...	.....	...	.....	...	3	...	...	...	1	...	...	1	6	1	...	...	.....	.....	.....	Lucyle Godwin	a
...	...	...	...	.....	...	.....	...	.....	1	14	...	...	...	...	2	...	1	33	1	...	...	.....	.....	.....	Mrs. L. W. Griffis	23
...	...	...	...	.....	...	.....	...	.....	...	5	...	...	...	...	...	...	1	22	2	...	...	.....	.....	.....	J. A. Hayes	a
...	...	...	23	1,370,086	1	69,605	...	.....	...	...	...	...	...	...	...	...	7	...	12	3	...	.....	.....	.....	L. di Benedetto, Jr.	b
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	J. Fred Tingby	24
12	...	...	12	$190,000	...	.....	...	.....	...	8	1	...	...	...	...	...	...	10	1	...	...	4,000	.....	5,500	Granville R. Lee	25
2	...	...	2	$28,750	2	.....	...	.....	...	1	...	...	...	...	...	...	...	4	2	...	...	.....	.....	.....	Harry Stott	26
36	...	44	106	1,597,624	4	295,719	133	768,131	...	...	...	...	...	...	...	1	6	1	...	64	58	.....	43,593	44,708	H. S. Callowhill	27
...	...	...	...	.....	...	.....	...	.....	8	28	2	2	...	[42]2	3	...	7	110	1	...	...	.....	.....	.....	James Vincent Kelly	a
6	...	...	6	203,940	...	.....	...	.....	3	3	...	...	...	...	...	...	...	7	2	2	1	.....	300	300	Mrs. Helma Hann Bowers	28
...	...	...	3	36,000	...	.....	1	10,000	...	1	...	...	...	...	...	...	1	4	1	...	...	100,000	.....	100,000	Vincent C. Holochwost	29
4	...	...	4	$16,447	...	.....	...	.....	...	1	...	...	...	...	...	...	...	...	1	...	...	.....	.....	.....	C. J. Bride	30
...	...	...	3	[45]33,064	1	16,664	...	.....	1	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Margaret Davis	31
8	...	...	8	$52,752	...	.....	...	.....	1	1	...	...	...	...	...	...	...	5	...	...	...	.....	.....	.....	Joseph S. Keating	32
3	...	...	3	.....	...	.....	2	.....	1	...	1	...	...	...	...	1	1	8	...	3	...	.....	.....	.....	A. P. Johnstone	33
1	...	...	1	30,000	...	.....	...	.....	1	1	...	...	...	...	...	...	1	4	...	...	...	.....	.....	.....	J. E. Anderson	34
2	...	...	2	.....	1	43,260	...	.....	...	...	...	...	...	...	...	...	...	...	...	4	1	.....	4,896	4,896	John Bradley	35
...	...	10	10	238,668	...	.....	...	.....	2	7	...	...	...	...	...	...	1	21	...	...	...	.....	.....	.....	Lewis S. Harris	36
...	...	...	...	.....	...	.....	14	458,000	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	James T. Mulroy	37
...	...	...	...	.....	...	.....	85	163,105	...	...	...	...	...	...	...	...	...	...	...	174	66	.....	34,530	62,744	W. Duncan Russell	a
...	...	71	...	.....	11	.....	...	.....	4	160	10	...	...	...	2	2	...	147	2	122	55	160,000	430,000	590,000	A. R. Wellington	b
...	...	...	...	.....	...	.....	...	.....	2	14	20	...	...	...	2	...	1	20	...	...	...	.....	.....	.....	Edward F. Barry	c
160	...	...	160	$2,520,000	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Nathaniel J. Young	d
11	...	...	11	$161,760	...	.....	...	.....	...	10	...	...	...	...	...	...	4	...	2	...	...	.....	.....	.....	Abbie O. Delano	38
12	...	...	12	$139,763	1	69,362	...	.....	1	10	...	...	...	...	...	1	...	...	...	3	4	.....	377	377	Charles P. Cameron	39
9	...	10	24	630,000	3	.....	3	20,000	6	8	3	...	...	1	...	...	...	13	6	33	8	250,000	19,240	269,558	Stephen H. Mahoney	40
2	...	...	2	$14,400	...	.....	...	.....	1	2	...	...	...	...	...	...	...	6	...	...	...	.....	.....	.....	Anne Root	41
2	...	1	3	.....	2	76,401	...	.....	...	1	...	...	...	...	...	1	...	5	1	4	1	.....	.....	.....	W. L. Stearns	42
1	...	...	1	$8,282	1	19,143	2	3,000	...	...	1	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	David R. Kibby	43
5	...	...	5	$13,050	...	.....	1	.....	...	...	...	...	...	...	...	...	...	...	...	5	...	.....	1,181	1,181	Francis R. Liddell	a
5	4	...	12	15,000	...	.....	10	.....	1	2	1	...	...	...	...	2	1	10	2	7	2	.....	7,000	7,000	Howard Stone	44
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Frank E. Lewis	45
3	...	...	3	.....	...	.....	...	.....	1	2	...	...	...	...	...	...	...	3	...	...	...	.....	.....	.....	Mrs. H. B. Dutton	46
9	...	2	11	547,200	3	58,185	6	22,200	...	3	...	...	1	...	...	...	3	3	...	17	2	.....	20,800	25,800	John C. O'Malley	47
...	...	...	...	.....	1	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	F. D. MacCormick	48
6	...	...	6	37,800	4	48,382	4	26,571	1	5	4	...	1	...	...	...	...	8	...	14	2	.....	.....	72,000	Raymond J. Callahan	a
5	...	...	5	.....	1	.....	...	.....	1	6	...	...	...	...	...	...	1	10	...	...	...	.....	.....	.....	Mrs. Rita Mercier	49
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	1	...	...	...	...	...	...	...	.....	.....	.....	Fred G. Kegler	a
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	1	1	...	...	...	...	.....	.....	.....	Richard N. Greenwood	b
...	...	...	...	.....	...	.....	...	.....	...	1	2	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	Mariano Alphonso	50
3	...	...	4	10,000	...	.....	...	.....	1	1	...	1	...	...	...	...	...	3	...	...	...	.....	.....	.....	Karl C. Hough	51
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Francis H. Lincoln	a
11	...	...	11	$113,258	...	.....	...	.....	2	6	...	...	...	...	...	1	3	7	2	...	...	127,225	.....	127,225	Mrs. Mina F. Robb	52

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Mass.—Cont.														
1	Lexington	9,467	Park and Playground Department[2]	5	5	....	....	....	3,385	1,400	1,472	4,183	5,655	10,440	N
2	Lowell	100,234	Board of Park Commissioners	1	....	....	....	....	35,686	809	....	....	10,227	46,722	N
3	Lynn	102,320	Park Department[2]	21	15	....	....	....	16,708	4,120	5,500	7,800	13,300	34,128	N
4	Marblehead	8,668	Park Board	....	....	....	....	....	....	500	....	2,000	2,000	2,500	N
5	Medford	59,714	Board of Park Commissioners	19	....	....	....	....	....	....	....	....	4,780	[5]4,780	N
6	Melrose	23,170	Park Department[2]	6	6	....	....	....	....	....	3,200	....	....	[5]14,617	N
7	Milford	14,741	Park Department	4	6	....	....	....	....	108	692	....	692	800	N
8	Milton	16,434	Park Department[2]	2	4	....	....	....	....	217	1,190	....	1,190	1,407	N
			Cunningham Foundation	1	1	2	....	....	....	....	....	....	....	....	P
9	Needham	10,845	Recreation Commission	13	7	....	....	86	343	432	1,702	42	1,744	2,519	N
10	New Bedford	112,597	Recreation Committee and Standard-Times Mercury	1	1	....	....	....	....	90	400	....	400	490	P
			Committee on Bath Houses	7	....	....	3	....	597	1,589	....	....	7,746	[9]9,932	N
11	Newton	65,276	Recreation Department[2]	42	33	3	2	13	133	14,715	31,602	31,536	63,138	77,986	N
			Stearns School Centre	....	5	1	16	44	....	957	2,654	400	3,054	[4]4,011	P
12	Northampton	24,381	Look Memorial Park Board	8	4	....	....	....	8,414	3,000	3,600	1,700	5,300	16,714	P
13	Norwood	15,049	Board of Selectmen	12	7	....	....	....	2,867	1,649	3,279	3,634	6,913	[11]11,429	N
14	Pittsfield	49,677	Park Commission and W. P. A.	1	....	....	....	....	....	....	300	....	300	3,818	N
15	Quincy	71,983	Board of Park Commissioners	1	24	....	....	....	....	....	6,868	....	....	32,396	N
16	Salem	43,353	Park Department[2]	19	14	....	....	....	....	....	....	....	....	19,511	N
17	Somerville	103,908	Recreation Commission	24	26	4	7	....	....	1,401	13,853	5,170	19,023	20,424	N
18	Spencer	6,272	Park Commissioners and School Board	3	3	....	....	....	....	....	....	....	....	900	N
19	Springfield	149,900	Recreation Division, Park Department	39	32	1	....	....	27,000	....	38,038	....	....	107,355	N
20	Taunton	37,355	Park Commission and W. P. A.	3	1	....	....	....	....	2,557	900	2,672	3,572	6,129	N
21	Wakefield[19]	16,318	Park Department[2]	7	1	....	....	....	....	100	....	....	1,100	1,200	N
22	Walpole	7,275	Engineering Department	1	1	....	....	....	....	200	338	....	338	538	N
23	Wellesley	11,439	School Department	12	5	....	22	....	....	300	4,000	600	4,600	4,900	N
24	Westboro	6,409	Board of Education[47]	1	....	....	....	....	....	....	400	100	500	[5]500	P
25	Westfield	19,775	Playground Commission	2	....	1	....	....	....	1,200	2,000	800	2,800	5,000	N
26	West Newton	10,005	Community Center, Inc.	[48]4	4	1	13	32	....	1,478	2,991	262	3,253	[4]4,731	P
27	West Springfield	16,684	Playground Department[2]	8	4	....	....	5	....	200	1,697	....	1,697	1,897	N
			Y. M. C. A.	3	1	....	6	10	....	....	200	150	350	[5]350	P
28	Woburn	19,434	Department of Public Works	3	....	....	....	....	....	52	644	252	896	948	N
29	Worcester	195,311	Parks and Recreation Commission	21	13	....	....	....	....	11,703	5,152	28,554	33,706	45,409	N
	Michigan														
30	Albion	8,324	Recreation Department[2]	3	1	....	....	....	....	450	2,020	175	2,195	2,645	N
31	Ann Arbor	26,944	Board of Education and Park Department	47	14	....	....	....	....	12,785	6,967	24,217	31,184	43,969	P
			Dunbar Community Association[32]	1	1	2	5	14	1,100	1,480	2,700	....	2,700	5,280	P
32	Battle Creek	43,573	Civic Recreation Association	61	4	1	....	23	7,500	4,208	8,000	2,351	10,351	[12]22,059	M
33	Bay City	47,355	Department of Recreation	21	13	....	....	9	....	1,600	3,500	....	3,500	[5]15,100	P
34	Benton Harbor	15,434	Board of Education, City and W. P. A.	5	1	....	....	14	6,000	125	1,200	3,000	4,200	10,325	M
35	Birmingham	9,539	Recreation Commission	2	3	....	....	31	....	702	890	148	1,038	[1]1,740	P
			City of Birmingham	2	....	....	....	....	....	3,600	....	....	6,400	10,000	P
36	Coldwater	6,735	Youth Council	1	....	....	....	....	....	....	....	....	....	1,100	P
37	Dearborn	50,358	Department of Recreation[2]	49	32	2	150	....	....	17,695	23,075	17,360	40,435	58,130	P
38	Detroit	1,568,662	Department of Recreation	133	108	117	30	160	44,378	52,874	233,796	237,003	470,799	568,051	P
			Department of Parks and Boulevards	8	....	8	....	....	....	93,575	16,650	149,700	166,350	259,925	P
39	Dickinson County[49]	29,941	County Park Trustees	2	....	....	....	....	9,716	129	....	....	1,668	11,513	P
40	Dowagiac	5,550	School Board	1	1	....	....	....	450	778	650	....	650	1,878	M
41	Ecorse	12,716	Village and Board of Education	2	....	....	3	5	....	....	....	....	....	3,800	P
42	Escanaba	14,524	Department of Parks and Recreation	9	....	....	6	311	941	4,592	2,595	5,700	8,295	[13]13,828	P
43	Ferndale	20,855	Board of Education	22	10	1	....	....	....	....	3,200	....	3,200	4,200	P
44	Flint	156,492	Recreation and Park Board	21	10	7	....	95	1,500	29,586	14,099	23,218	37,317	68,403	P
			Mott Foundation and Board of Education	227	217	....	33	202	1,500	12,067	45,173	3,000	48,173	61,740	M
			Community Music Association[51]	1	1	....	1	31	....	1,174	2,900	1,970	4,870	[6]6,044	M
45	Gogebic County	31,577	Park Commission	4	....	....	....	....	....	....	....	....	....	....	P
46	Grand Haven	8,345	Board of Education and City Council	2	3	....	....	....	600	450	1,088	....	1,088	2,138	P
47	Grand Rapids	168,592	Department of Parks	1	....	[11]1	....	....	....	....	....	....	....	28,000	P
			Department of Public Recreation[2]	77	10	....	....	....	....	11,455	5,756	22,039	27,795	39,250	P
48	Grosse Pointe	23,933	Neighborhood Club	2	1	2	3	....	289	492	4,273	9,580	13,853	14,634	P
49	Hamtramck	56,268	Department of Recreation, Board of Education	32	10	3	....	....	500	2,000	12,420	1,517	13,937	16,437	P
50	Harbor Beach	1,892	Board of Education	1	1	....	3	....	100	150	1,200	....	1,200	1,450	P
			Park Department	1	....	....	....	....	....	....	....	....	....	2,502	P
51	Hastings	5,227	Youth Council	1	....	....	....	....	....	160	250	....	250	410	M
52	Highland Park	52,959	Recreation Commission	23	7	3	5	8	....	8,230	16,905	7,375	24,280	[13]32,510	P
53	Holland	14,346	Recreation Commission	12	12	....	....	....	300	350	1,950	....	1,950	2,600	P
54	Iron County	20,805	Park Trustees	5	....	....	....	....	....	....	....	....	....	4,000	P
55	Jackson	55,187	Recreation Council	7	6	....	....	....	....	1,226	1,797	235	2,032	[13]3,258	M
			Ella W. Sharp Park Board	1	....	....	....	....	....	....	....	....	....	....	P
56	Jackson County	92,304	Park Trustees	....	....	....	....	....	500	....	....	....	....	4,247	P
			Municipal Golf Association	1	....	....	....	....	....	....	....	....	....	12,498	P
57	Kalamazoo	54,786	Department of Recreation[2] and Park Department	61	42	3	....	30	25,000	2,564	12,938	4,936	17,874	45,438	P
			Douglass Community Assn., Inc.[52]	2	1	1	....	....	....	2,247	....	....	2,990	5,237	P
58	Lansing	78,397	Board of Park Commissioners and Board of Education	21	18	2	60	20	50,300	3,581	11,257	5,619	16,876	[5]70,757	P
59	Ludington	8,898	Board of Education	1	....	....	....	4	600	200	650	750	1,400	2,200	P
60	Marquette	14,789	Recreation Council	5	....	1	3	37	8,640	7,923	2,490	3,228	5,718	[12]22,281	M
61	Menominee	10,320	City of Menominee	2	....	....	....	....	....	....	....	....	....	500	P
62	Menominee Co.	23,652	Road Commission	2	....	....	....	....	....	....	....	....	....	5,000	P

table.

Year Round	Summer Only	School Year Only	Other Seasons	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Total Yearly or Seasonal Attendance, Participants and Spectators	Recreation Buildings: Number	Recreation Buildings: Total Yearly or Seasonal Attendance, Participants Only	Indoor Recreation Centers: Number	Indoor Recreation Centers: Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leaders: Number of Men	Emergency Service: Paid Leaders: Number of Women	Emergency Service: Expenditures: Land, Buildings, Permanent Improvements	Emergency Service: Expenditures: Leadership	Emergency Service: Expenditures: Total	Source of Information	No. of City
	3			3	15,000					1	3							1	12	1			9,871		9,871	John J. Garrity	1
	15			15	$128,835	5	90,235	12		3	15	1						7	13	7	31		190,000	6,385	196,385	John W. Kernan	2
										4	18	2		1		1		7	6	1	25	9		33,692	33,692	Melvin G. Lundstedt	3
											1	1							3				5,600		5,600	H. B. Litchman	4
											6	1						1	4	2						A. T. Ryan	5
	6			6	$58,308					1	2	1				1			12							George W. Rogers, Sr.	6
	4			4	$8,000						1								5							Kathryn Melanson	7
	3			3	$26,000					1	3								8							John L. Kelly	8
1				1		1	50,000				2							1	5							W. L. Caldwell	a
	5			5	45,533			2	517	1	1															Philip H. Claxton	9
	11			11	165,467						7										28	28		2,997	2,997	Julia Neves and Z. Walter Janiak	10
												1														Leonard S. Dodge	a
7	5		13	25	1,600,000	5	37,000	8	39,000	2	14	4							43	3	13	4		5,212	5,212	F. Ewing Wilson	11
								1	10,783				1													Helen I. Sandstrom	a
	1			1	55,000						1		1					1	6	1	3	3	36,000	800	36,800	M. F. Narum	12
	9			9				2	13,000	3	7	1						1	10		14	1	11,086	4,382	15,682	William C. Kendrick	13
	5			5	149,610	1	31,009			1	7	1						1	4	2	13	5		19,211	19,211	Joseph F. Kelly	14
	19			19	174,212	2	48,000	27	121,298	2	10	4							19		30	11		30,000	41,942	William J. Spargo	15
	14			14	$141,155			4	95,000	1	14	8			1			3	5	1	16	6		19,000	19,619	Daniel J. Phalen	16
8	11	4		23	320,000	2	6,000	4	45,000		7	1							2	4	13	1		7,553	12,823	Francis J. Mahoney	17
	2			2	17,000					1	1	1														William A. Thibault	18
0	36		1	47				6	450,000	1	11	1	1	1		2		1	55	5	74	34	27,000	112,723	164,585	Arthur E. Gardner	19
	6	4		10	175,000	1	35,000	8	204,115	2	7		1					1	6	2	28	12			52,348	Pauline O'Neil	20
											8	1							3							John T. Stringer	21
																		1								F. F. Libby	22
	5			5	38,000					4	2	1	2	1						8							Herbert H. Snow	23
								1	1,420																	Willard G. Patton	24
1				1	60,000	2				1	2								8		3	3		400	400	Edward W. Cerveny	25
						1	12,352	2					1								1	1				Gertrude MacCallum	26
	6			6	$46,615					1	2							1		1	12	10				G. A. Clark	27
	1			1				1	3,000			1					1		3							Ray C. Larsen	a
						1	93,343					1											6,320		6,320	James H. Kelley	28
										14	20	7				1			33	9						John J. Nugent	29
1	1		3	5	61,300			1	21,134		1						1	1	5		3	1		1,383	1,383	Chase H. Hammond	30
4	2	6		12	136,026			8	16,510	1	2	1				1			12		11	3		1,944	2,544	L. H. Hollway	31
						1	29,503	1	1,200												10	6		2,952	2,952	Douglas E. H. Williams	a
3	12			12	$91,101	1	81,000	4	3,487	2	11	1					3	2	15	3	35	15	67,131	23,000	90,131	A. R. Flannery	32
3	18			18	$178,000			2		2		1					2		12		7	3		2,400	2,400	Walter A. Olsen	33
3	8		1	9	52,172	1	5,720	4	31,444	1	1	1							5		7	4		7,997	7,997	Jack Smith	34
3	4			4	$31,603					1							1				2			260	390	Mrs. John F. Ryan	35
											1				1				4							Donald C. Egbert	a
						1	15,000	5	16,800												1	1		900	900	R. E. Sharer	36
1	17			18	$182,909			13		3	17		1				5		15	1	11	10		22,560	22,560	Henry D. Schubert	37
3	100			133	11,151,626	8	1,303,654	158	3,543,411	3	53			1			17		197	11	110	65	6,885	160,390	361,244	C. E. Brewer	38
												1			1	4		1								Henry W. Busch	a
											1	3											21,244		21,244	J. A. Clulo	39
	3			3	49,500	2	53,500	1	6,000	1	1								4	1	6	2		3,840	3,840	O. C. Morningstar	40
3	6			9	$12,086			2	60,000	1	2								4		12	3		9,600	9,600	Louis S. Parker	41
3	1			4	123,708	3	88,564	2	2,668		1	1		1					7		19	4		11,000	11,712	Bevier Butts	42
	8			8	93,770	1		5	$2,000	1	1								2		3	5				D. C. Brown	43
	16			16	256,412	4	263,905				15	1	1		2	2	1	3	32	1	44	26	22,197		$22,197	M. Matthews	44
3	26			39	986,935	1	18,319	26	358,605	2	12						1		7		27	21		6,482	6,482	Frank J. Manley	a
								1																		William W. Norton	b
												4														George W. Koronski	45
	3	2		5	22,200			1			1								4		3			2,510	Ray C. Schaubel	46
															2	2										F. L. Metcalf	47
1	10	1		22	977,402	2		24	104,019	5	9							3	48	5	99	36		85,000	85,000	John Bos	a
1				1	102,065	1	159,022				2								6	1	1	2				Erna Mikulic	48
			9	9	717,420	1	52,965	9	152,221	1	2						2		8	1	18	4		15,436	15,652	C. James Reid	49
1	1			2				1	9,000		1	1							2		2	1		2,600	2,600	R. S. Brotherton	50
															1											Harold Bunting	a
	4			4	9,860					1									3		9	9		900	900	Lyle Bennett	51
2			8	10	417,474	3	46,702	9	165,354	2	5						6		16		6	2		9,612	9,612	H. G. Myron	52
	4			4	28,200			3	6,400	1	2								17		2			200	200	Leon N. Moody	53
												3							2							H. W. Wills	54
	11			11	96,803			24	187,037								2		7		18	7		3,041	3,041	G. L. Greenawalt	55
											2					1			8	1						L. Ambs	a
											1	8									4					O. J. Sayers	56
															1	1										Lawrence P. Moser	57
	12			12	$196,527			14	12,031		8						1		6	4	8	1	75,000	3,671	78,671	L. P. Moser and B. L. Gilbert	a
						1	30,000	1	6,000												5	7		3,570	3,570	E. N. Powell	b
	20			20	349,986	1		15	29,500		6				2	1		1	27	2	40	10	6,900	10,000	16,900	Mrs. H. R. Harvey	58
	1			1	35,000						1								5							H. H. Hawley	59
	6			6	88,500			5	20,580									2	10		18	2	11,946	14,880	26,826	Clarence T. Bullock	60
												1														B. W. Delgoffe	61
												4														E. J. Pearce	62

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Michigan—Cont.														
1	Midland	8,038	Recreation Commission	4	1	....	....	5	42,680	6,829	2,450	2,383	4,833	[1]54,342	M&
			Board of Education	2	2	....	....	....	.....	35	280	769	1,049	1,084	M
			Community Center	28	9	[5]32	24	4	.....	8,359	5,411	6,111	11,522	19,881	P
2	Milan	1,947	Boys' Club	1	....	....	1	....	1,100	300	200	.....	200	1,600	M
3	Monroe	18,110	Recreation Commission	11	6	....	1	8	.....	4,700	4,000	.....	4,000	[2]8,700	M
4	Mount Clemens	13,497	Department of Recreation	14	5	....	....	10	.....	355	2,389	205	2,594	2,949	M
			Department of Streets and Parks	4	1	....	....	....	.....	.....	.....	.....	.....	2,200	M
5	Muskegon	41,390	City of Muskegon	1	....	....	....	....	.....	500	300	.....	300	800	M
			Board of Education	1	....	....	....	....	.....	.....	300	.....	300	[3]300	M
6	Muskegon Heights	15,584	Board of Education	7	6	....	....	....	.....	76	280	.....	280	356	M
7	Nahma	1,416	Bay De Noquet Company	....	....	....	....	1	.....	.....	.....	.....	.....	519	P
8	Niles	11,326	Recreation Board	1	....	....	....	5	2,764	1,847	400	.....	400	[2]5,011	M
9	Oakland County	211,251	County Park Trustees	....	....	....	....	....	.....	.....	.....	.....	.....	4,483	C
10	Otsego	3,245	City Council and School Board	1	....	....	1	....	.....	125	375	.....	375	500	M
11	Plainwell	2,279	Recreation Commission	2	....	....	....	....	2,550	125	400	75	475	[3]3,150	M
12	Plymouth	4,484	Recreation Commission	2	1	....	21	....	.....	349	617	.....	617	966	M&
13	Pontiac	64,928	Department of Recreation	17	9	2	....	....	.....	1,174	6,757	.....	6,757	7,931	M
			Park Department, Department of Public Works	1	....	....	....	....	.....	5,800	.....	.....	10,000	15,800	M
14	Port Huron	31,361	Board of Education	1	....	....	....	....	.....	.....	400	.....	400	2,800	M
15	River Rouge	17,314	Recreation Department, Board of Education	6	....	....	....	....	.....	1,336	1,947	1,492	3,439	[4]4,775	M
16	Rochester	3,554	Village and School District No. 5	1	1	....	....	....	.....	.....	480	.....	480	680	M
17	Royal Oak	22,904	City Council and School District	6	2	....	....	....	1,012	304	1,412	232	1,644	2,960	M&
18	Royal Oak Township[54]	23,000	Township and School Districts	1	....	....	....	....	.....	50	250	.....	250	300	M
19	Saginaw	80,715	Department of Public Works	11	7	....	....	....	750	3,561	7,683	9,078	16,761	21,072	M&
20	Sault Ste. Marie	13,755	City and Board of Education	1	....	....	....	....	.....	150	200	.....	200	300	M
21	South Haven	4,804	Board of Education	2	1	....	....	14	.....	400	600	48	648	1,048	M&
22	Stambaugh	2,400	City Commission	2	....	....	....	6	300	300	250	.....	250	1,050	M
23	Three Rivers	6,863	Board of Education	2	1	....	....	....	10	91	536	.....	536	637	M
24	Trenton	4,022	Recreation Department, Board of Education	7	4	....	....	....	.....	.....	.....	.....	.....	4,000	M
25	Wyandotte	28,368	Department of Recreation[2]	16	....	1	....	....	.....	750	4,200	3,000	7,200	[7]7,950	M
26	Ypsilanti	10,143	Recreation Department	4	6	....	....	....	.....	300	1,200	.....	1,200	1,500	P
	Minnesota														
27	Anoka	4,851	City Commission	4	....	....	....	....	4,000	1,000	1,000	7,500	8,500	13,500	M
28	Austin	12,276	Recreation Planning Commission	3	....	....	....	....	.....	.....	.....	.....	.....	17,317	M
29	Avoca	285	Village Council and County Red Cross	1	....	....	....	....	.....	.....	.....	.....	.....	.....	P
30	Bayport	2,590	Village Council	....	....	....	....	....	.....	.....	.....	.....	.....	1,000	M
31	Blue Earth	2,884	City Council and W. P. A.	1	....	....	....	....	1,000	2,500	300	158	458	3,958	M
32	Chisholm	8,308	Recreation Department, Library Board	10	2	1	....	9	.....	2,715	2,975	.....	.....	[5]5,690	M
33	Detroit Lakes	3,675	City Council and School Board	3	1	....	4	....	.....	275	645	.....	645	920	M
34	Duluth	101,463	Recreation Department, School Board and Park Department	61	31	1	....	....	46,586	18,398	10,720	54,736	65,456	130,440	M
35	Ely	6,156	School District No. 12 and W. P. A.	30	30	....	....	....	.....	.....	1,536	.....	1,536	[1]1,536	M
36	Hastings	5,086	City Council	1	....	....	....	....	.....	.....	252	.....	252	252	M
37	Hibbing[55]	15,666	Village and School District No. 27	28	2	4	....	....	.....	19,366	9,635	16,181	25,816	45,182	M
38	Jackson	2,206	City Council	1	....	....	....	....	2,107	16	450	.....	450	2,573	M
39	Kasson	1,019	Park Board	1	2	....	....	....	500	700	300	150	450	1,650	M
40	Lindstrom	561	Village Council and Athletic Club	1	....	....	2	....	.....	.....	.....	.....	.....	125	M&
41	Litchfield	2,880	School Board and Village Council	2	....	....	....	30	.....	.....	388	.....	388	615	M
42	Luverne	2,644	City of Luverne	4	....	....	....	....	16,759	.....	.....	.....	.....	17,660	M
43	Minneapolis	464,356	Recreation Department, Board of Park Commissioners	53	25	19	....	247	.....	88,124	50,815	176,850	227,665	315,789	M
			Board of Education	1	....	....	....	....	.....	36,863	660	1,048	1,708	38,571	M
44	Moorhead	7,651	American Legion Auxiliary and Clay County Chapter, Red Cross	1	1	....	....	....	.....	.....	80	.....	80	[5]80	P
45	Morris	2,474	Recreation Committee and W. P. A.[19]	1	....	....	6	17	288	200	280	75	355	843	M&
46	Mountain Iron	1,349	Board of Education, School District No. 21	3	2	....	....	....	100	392	.....	.....	2,158	2,651	M
47	Nashwauk	2,555	Board of Education	3	....	....	....	....	.....	150	300	.....	300	450	M
48	New Ulm	7,308	City Council	8	4	....	....	....	45,882	2,039	866	1,566	2,432	50,353	M
49	Red Wing	9,629	Board of Public Works	4	3	....	....	6	.....	1,578	1,400	1,350	2,750	4,328	M
50	Robbinsdale	4,427	City Council, School Board and W. P. A.	2	....	....	....	13	4,800	1,515	600	.....	600	6,915	M&
51	Rochester	20,621	Board of Education	7	4	....	....	....	.....	150	3,000	.....	3,000	3,150	M
			Board of Public Health and Welfare	1	1	....	5	....	.....	2,258	1,200	197	1,397	[3]3,655	P
52	St. Cloud	21,000	City Commission, School Board and W. P. A.	6	....	....	....	....	.....	.....	700	.....	.....	3,000	M
53	St. James	2,808	City Council and School Board	1	1	....	....	....	575	215	500	.....	500	1,290	M
54	St. Paul	271,606	Bureau of Playgrounds, Department of Parks, Playgrounds and Public Buildings	21	8	29	59	118	15,000	34,500	35,480	12,857	48,337	97,837	M
			Education Department	1	....	....	....	....	.....	.....	.....	.....	.....	5,500	M
55	Shakopee	2,023	Planning Committee, City Council, School Board, W. P. A. and Local Groups	1	....	....	2	2	2,000	200	300	.....	300	[2]2,500	M
56	South St. Paul	10,000	Playground Department	1	....	....	....	....	21,000	500	250	.....	250	21,750	M
57	Virginia	11,963	Board of Education	[56]113	[56]139	....	....	....	.....	.....	.....	.....	.....	4,313	M
58	Wadena	2,512	Recreation Planning Board	1	....	....	1	10	15	110	200	25	225	[1]350	M
	Mississippi														
59	Hattiesburg	18,601	Park Commission and Playground Commission	3	6	....	....	....	.....	.....	1,829	.....	1,829	2,519	M

ble.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service				Source of Information	No. of City
																				Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only												Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
...	...	...	...	.....	...	.....	...	.....	...	2	...	...	...	...	...	...	1	7	1	7	....	60,000	1,500	63,300	L. W. Brown.....	1
3	...	...	3	.....	...	.....	...	.....	1	2	...	...	...	...	...	...	...	4	1	...	...	.....	.....	.....	J. J. Schafer.....	a
...	...	...	...	.....	1	137,600	6	4,872	...	...	...	...	...	...	...	...	...	3	...	7	...	.....	1,500	1,500	Guy L. Shipps.....	b
1	...	...	1	$6,000	...	.....	1	1,000	...	...	...	...	...	...	...	...	...	2	...	2	...	.....	1,560	1,560	J. S. Detar.....	2
6	...	...	6	$92,640	1	.....	8	.....	...	1	3	...	...	...	...	1	...	6	...	6	6	.....	.....	.....	B. M. Hellenberg.....	3
6	...	...	6	63,383	...	.....	1	3,300	1	1	...	...	...	...	...	1	...	4	...	3	...	.....	525	525	Bernard Ballentine.....	4
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	E. J. Buckholz.....	a
...	...	...	...	.....	...	.....	...	.....	...	...	2	...	...	...	...	...	...	...	...	...	...	.....	.....	2,228	Frank Driscoll.....	5
16	...	...	16	153,997	...	.....	...	.....	1	3	...	...	...	...	...	...	...	...	1	33	5	.....	6,495	6,495	W. M. Brooks.....	a
7	...	...	7	49,349	...	.....	...	.....	2	1	...	...	...	...	...	...	...	6	...	6	6	.....	1,000	1,000	Oscar E. Johnson.....	6
...	...	...	...	.....	...	.....	...	.....	...	1	1	...	...	1	...	...	...	2	...	...	...	.....	.....	.....	Charles Good.....	7
...	...	1	5	31,825	1	16,247	1	2,478	1	1	...	...	...	[23]1	...	...	...	14	3	19	5	.....	12,000	12,000	W. K. Weimer.....	8
...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	[23]1	...	...	...	...	...	...	...	.....	.....	.....	John A. Bradley.....	9
2	...	...	2	15,300	...	.....	...	.....	1	1	...	...	...	...	...	...	...	4	1	1	1	.....	96	96	Dave Arnold.....	10
1	...	...	1	7,500	...	.....	1	2,025	1	1	...	...	...	...	...	...	...	2	...	...	...	7,500	.....	7,500	Carl Anderson.....	11
3	...	...	5	34,120	...	.....	...	.....	...	2	...	...	...	...	...	...	1	6	1	7	1	.....	6,240	6,240	Anthony S. Matulis.....	12
13	...	...	13	396,589	1	75,689	11	.....	...	3	...	...	...	...	...	1	...	16	2	40	15	.....	24,107	24,107	A. E. Genter.....	13
...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	2	...	...	...	...	...	...	...	13,958	.....	13,958	Lewis M. Wrenn.....	a
6	...	...	6	127,000	3	30,000	4	8,000	2	12	3	1	...	...	...	1	1	12	1	5	4	.....	1,800	1,800	C. V. Fowler.....	14
...	...	...	5	.....	1	.....	3	.....	...	1	...	...	...	...	...	1	...	6	...	12	8	.....	10,000	10,000	Frank Weeber.....	15
1	...	...	1	$10,400	...	.....	...	.....	...	2	...	...	...	...	...	...	1	4	...	...	...	.....	.....	.....	Sidney Q. Ennis.....	16
1	...	...	12	102,816	...	.....	12	53,160	1	3	...	1	...	...	...	1	...	11	1	8	6	937	14,760	15,697	N. J. Quickstad.....	17
6	...	...	6	$30,000	...	.....	...	.....	...	...	...	...	...	...	...	1	...	6	...	11	5	.....	.....	.....	Lee O. Clark.....	18
7	3	...	22	$141,627	2	.....	6	51,000	...	6	...	2	...	...	...	...	1	8	1	37	7	.....	41,171	[24]41,171	Russel O. Koenig.....	19
2	...	...	2	$3,600	...	.....	1	.....	1	...	...	...	...	...	...	1	...	...	...	1	2	.....	150	150	G. G. Malcolm.....	20
1	...	1	2	30,850	...	.....	1	1,200	1	1	1	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	Louis Chappell.....	21
1	...	...	1	2,000	...	.....	...	.....	...	2	1	...	...	...	...	...	...	3	...	2	1	.....	1,800	1,800	W. C. Anderson.....	22
2	...	...	2	9,389	...	.....	...	.....	...	...	...	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	F. R. Pellegrom.....	23
1	...	...	1	35,000	...	.....	3	.....	1	1	...	...	...	...	...	1	...	3	...	...	...	.....	.....	.....	Walter D. Farrer.....	24
6	...	...	6	.....	...	.....	4	28,655	2	3	...	...	...	...	...	...	...	7	1	11	1	.....	.....	10,000	Benjamin F. Yack.....	25
5	...	...	5	69,746	...	.....	3	.....	1	2	...	...	1	...	...	1	...	7	3	9	1	.....	4,536	4,536	Christy Wilson.....	26
...	...	...	...	.....	1	.....	...	.....	...	...	1	...	...	1	...	...	...	...	...	2	...	10,000	.....	10,000	C. Rudolf Johnson.....	27
5	...	...	5	.....	...	.....	...	.....	1	2	1	...	...	...	...	1	1	16	1	2	...	.....	.....	.....	Harry Strong.....	28
...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Troy Gamble.....	29
...	...	...	...	.....	...	.....	...	.....	...	1	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	F. B. Slaughter.....	30
2	...	...	2	7,000	...	.....	...	.....	1	1	...	...	...	...	...	...	...	4	...	1	1	.....	1,402	1,402	Mildred H. Armstrong..	31
6	...	...	6	78,708	1	28,618	8	5,243	...	1	...	...	...	...	...	...	1	...	...	11	11	.....	7,344	7,344	Dewey Dahl.....	32
3	...	2	5	21,000	1	2,000	...	.....	...	2	1	...	...	...	...	...	...	6	...	4	1	.....	864	864	Glenn R. Barnum.....	33
16	...	...	22	220,257	7	240,809	44	183,623	2	13	5	...	...	...	2	...	...	24	...	22	7	66,202	30,966	97,168	V. C. Dunder.....	34
5	...	...	7	$12,000	1	.....	1	3,600	1	1	...	...	...	...	...	1	...	2	...	2	...	.....	.....	.....	E. Buckley.....	35
...	...	...	...	.....	...	.....	...	.....	1	2	1	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	T. A. Brown.....	36
7	...	...	7	34,479	1	204,446	10	32,251	2	2	1	...	...	...	...	1	...	8	...	35	13	.....	11,620	11,620	Jess T. Porteous.....	37
...	...	...	...	.....	...	.....	1	.....	...	...	1	...	...	...	...	...	...	1	...	...	...	.....	.....	.....	A. E. Wallace.....	38
1	...	...	1	30,000	...	.....	...	.....	...	1	...	...	...	...	...	...	1	...	...	3	...	.....	.....	.....	Dr. R. R. Robertson....	39
...	...	...	...	.....	...	.....	...	.....	...	1	2	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Charles M. Munnecke..	40
1	1	...	2	17,500	...	.....	2	.....	1	1	1	...	...	...	...	...	...	1	...	1	2	.....	325	325	Clarence A. Nelson.....	41
1	...	...	1	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	...	1	...	13,000	200	13,200	Martin E. Jensen.....	42
21	...	...	33	$1,985,344	25	.....	22	14,000	...	50	12	...	...	...	5	...	1	203	17	40	25	.....	92,400	93,000	K. B. Raymond.....	43
15	...	...	15	$213,148	...	.....	75	227,580	...	...	...	...	...	...	...	...	...	...	...	15	16	.....	31,620	31,920	Ralph C. Tapp.....	a
1	...	...	1	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	1	...	1	...	...	.....	.....	.....	Rev. Charles T. Brewster	44
1	3	2	6	7,900	...	.....	3	12,776	...	1	1	...	...	...	...	1	...	4	...	4	...	.....	2,600	2,600	Clayton Gay.....	45
...	...	4	4	.....	1	.....	...	.....	1	2	...	...	1	...	...	1	...	...	...	2	1	.....	.....	.....	George A. Kakela.....	46
2	...	...	2	.....	...	.....	...	.....	1	1	...	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	Judd F. Gregor.....	47
3	...	...	3	.....	...	.....	...	.....	1	1	...	...	...	...	...	...	1	5	3	...	...	28,359	.....	28,359	Carl W. Frank.....	48
1	...	...	1	4,800	...	.....	1	5,000	1	1	...	...	...	...	...	...	1	6	1	...	...	.....	.....	.....	James F. Enz.....	49
...	...	1	1	.....	...	.....	4	.....	1	1	...	...	...	...	...	...	...	4	...	8	3	2,000	5,000	7,000	William Kranz.....	50
6	...	...	6	36,537	...	.....	...	.....	...	...	...	...	...	...	...	...	...	6	...	...	...	.....	.....	.....	Paul F. Schmidt.....	51
3	...	...	3	8,700	1	78,493	1	1,592	1	1	...	...	...	...	...	...	...	9	...	6	4	.....	6,034	7,529	A. Stephen Flynn.....	a
5	...	2	7	84,300	...	.....	...	.....	...	1	2	1	...	...	...	...	...	12	2	11	8	.....	9,360	9,360	James D. Mitchell.....	52
4	...	...	4	13,825	...	.....	4	6,000	...	1	...	...	...	...	...	...	...	2	...	2	1	.....	1,390	1,400	Cletus M. Huiras.....	53
...	...	8	28	1,479,068	20	1,199,363	4	7,056	...	35	1	...	...	3	...	1	115	...	46	33	75,000	43,148	140,588	Ernest W. Johnson.....	54
2	...	...	4	.....	...	.....	2	.....	...	...	...	...	...	...	...	...	...	...	...	8	8	.....	.....	8,832	W. W. Kilbourne.....	a
1	...	...	1	10,000	...	.....	1	5,200	...	1	...	...	...	...	...	...	...	2	...	1	...	.....	200	200	Roman J. Kopp.....	55
5	...	...	5	37,500	...	.....	...	.....	1	3	...	...	...	...	...	...	1	7	1	4	1	14,000	3,900	17,900	Robert G. Wentworth...	56
10	...	...	10	$31,250	...	.....	...	.....	...	1	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	L. G. Hurst.....	57
1	...	...	1	16,000	...	.....	...	.....	1	1	...	...	...	1	...	...	...	2	...	2	1	.....	1,800	1,800	J. R. Schunert.....	58
3	...	...	3	15,000	2	5,000	...	.....	1	1	...	...	...	...	...	...	1	5	2	....	2	.....	320	320	E. M. Albritton.....	59

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total
	Missouri													
1	Chillicothe	8,177	Recreation Association and W. P. A.[19]	1			2							
2	Columbia	14,967	Recreation Commission	29	13	3	20	150	678	2,711			7,415	[1]10,804
3	Kansas City	399,746	Recreation Department, Board of Education	92	43	1	4			2,173	9,435	1,197	10,632	[1]12,805
			Park Department[2]	1		1								
4	Maplewood	21,807	City of Maplewood											
5	Moberly	13,772	Park Board	2										600
6	St. Joseph	80,935	Board of Park Commissioners	12										21,384
7	St. Louis	821,960	Board of Education	161	209					6,500	67,000	4,800	71,800	78,300
			Department of Public Welfare	57	54	44			200,000		73,483			457,713
	Montana													
8	Glasgow	2,216	City, School and W. P. A.	1				14						1,100
9	Great Falls	28,822	Board of Recreation	15	6	1	5			4,701	3,343	948	4,291	8,992 M
	Nebraska													
10	Alliance	6,669	City and W. P. A.	2	1									3,559
11	Blair	2,791	Park Board	3	1									1,100
12	Fairbury	6,192	Light and Water Department and Park Board	3					300	852			813	1,965
13	Grand Island	18,041	City Council	1		1	28	12	16,500	8,018	1,080	940	2,020	26,538
14	Lincoln	75,933	Recreation Board	10	10	4	12	55						35,400
15	Omaha	214,006	Recreation Department, Welfare Board and Department of Parks and Public Property	30		30								42,300
16	York	5,712	City and W. P. A.				5		26,000					26,480
	New Hampshire													
17	Claremont	12,377	Playground Commission	1	2				450	1,709	450	2,859	3,309	5,468
18	Concord	25,228	Playground Committee	11	9	1								10,000
19	Dover	13,573	Neighborhood House Association, Inc.		1		38							2,000
20	Keene	13,794	Parks Commission	1	8					300			775	1,075
21	Lebanon	7,073	Carter Community Building Association	2		1			336	1,659	2,988	1,047	4,035	6,030 M
22	Manchester	76,834	Parks, Commons and Playground Department	2	1				2,491					10,131
23	Pittsfield	2,018	School District	1	1					531	325	390	715	1,246 M
	New Jersey													
24	Belleville	26,974	Department of Recreation	1		1			1,190	1,910	2,400		2,400	5,500
25	Bloomfield	38,077	Board of Recreation Commissioners[66]	27	8	3	2	17						24,200
			World War Memorial Association[66]	2					1,200	2,700			1,500	5,400
26	Bradley Beach	3,306	Board of Commissioners	5						8,740	3,680	22,124	25,804	34,544
27	Bridgeton	15,699	Johnson-Reeves Playground Association		1				360	88	250		250	698
28	Burlington	10,844	Board of Education and Recreation Association	1						50	250		250	300
29	East Orange	68,020	Board of Recreation Commissioners	13	7	3	11	300	2,248	9,292	15,907	19,543	35,450	46,990
30	Egg Harbor City	3,478	Department of Public Property	1							247		247	247
31	Elizabeth	114,589	Board of Recreation Commissioners	58	34	10	20	200			31,005			[1]59,243
32	Englewood	17,805	Board of Education	4										6,000
33	Essex County[61]	833,513	County Park Commission	22	22	1				19,185	13,587	104,660	118,247	137,432
34	Freehold	6,894	Recreation Association		4					28	220		220	248 M
35	Hackensack	24,568	Board of Education	9	7	1	16			600	3,100	300	3,400	4,000
36	Hackettstown	3,038	Board of Education	1			1							500
37	Haddonfield	8,857	Camden County Y. M. C. A.	4	4									[1]1,050
38	Harrison	15,601	Board of Recreation	5	3	1				1,420	4,500	2,080	6,580	8,000
39	Hoboken	59,261	Department of Parks and Public Property	6	8	14				2,500	22,000		22,000	24,500
40	Hudson County[62]	690,730	County Park Commission	1		[63]1			105,813					[6]105,813
41	Irvington	56,733	Department of Public Recreation	2	2	4	11	161			8,347	1,742	10,089	[1]11,858
42	Jersey City	316,715	Department of Parks and Public Property	18	6	24		21						291,000
			Department of Recreation, Board of Education	34	6	31				2,500	34,274	8,717	42,991	45,491
43	Kearny	40,716	Recreation Commission	1		1	64		1,900	3,100	2,000	5,000	7,000	12,000
44	Leonia	5,350	Playground Committee	1	1			13		127	425		425	[1]552
45	Linden	21,206	Board of Recreation Commissioners	23	6	1	1			2,678	6,259	3,062	9,321	12,000
46	Livingston	3,476	Board of Recreation Commissioners	1	1			5		1,162	330		330	[1]1,492
47	Madison	7,481	Board of Recreation Commissioners	1	1						580			849
48	Maplewood[64]	21,321	Township Park Committee	[65]5	5					200	1,500		1,500	1,700
			Community Service	8	2	1					4,807			6,812 M
49	Millburn	8,602	Recreation Department[2]	6	3	3	8		481	3,911	6,714	3,494	10,208	[1]14,600
50	Montclair	42,017	Board of Education	5		1				136	3,040	50	3,090	3,226
51	Moorestown	7,247	Recreation Commission	1	1	2	90	285	1,315	4,800	3,185	5,200	8,385	14,500 M
52	Morristown	15,197	Park Committee	5			9			700	2,000		2,000	[2]2,700
53	Newark	442,337	Recreation Department, Board of Education	161	110	78	200	60		48,134	181,441	16,449	197,890	246,024
54	North Plainfield	9,760	Recreation Commission	3	1					250	750		750	1,000
55	Ocean City	5,525	Playground Board	1		[67]1			17,529	500	425	2,127	2,552	20,581
			Department of Public Works	1						3,000	400	1,600	2,000	5,000
56	Orange	35,399	Department of Parks and Public Property	15	10			37		500	2,900	570	3,470	3,970
57	Passaic	62,959	Recreation Bureau, Park Department	32	20	5				2,105	9,495		9,495	[1]11,600
58	Passaic County[68]	302,129	County Park Commission	3		3								31,785
59	Paterson	138,513	Board of Recreation	21	20	1	3	12			8,160			[1]14,203
60	Perth Amboy	43,516	Recreation Department	40	40	2			2,000	2,200	9,000	2,550	11,550	15,750
61	Plainfield	34,422	Recreation Commission	22	5	4	3	5	7,974		9,962			22,526
62	Radburn	1,600	Radburn Association	4	4	2	11			3,870	3,780	1,000	4,780	8,650

table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers											Emergency Service					Source of Information	No. of City
																		Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
3	...	...	3	...	...	...	...	...	2	2	1	...	...	...	...	...	...	1	1	4	2	...	...	...	Arthur B. Norman	1
2	6	1	9	30,468	3	27,570	3	2,700	...	1	...	...	...	...	...	...	...	2	1	9	3	...	1,814	2,714	Kenneth Osman	2
	21	...	21	374,561	...	...	43	40,936	...	...	...	...	...	...	...	7	1	...	...	27	31	...	9,703	9,703	Les L. Warren	3
	...	...	...	...	...	...	...	...	...	40	1	...	...	...	2	...	3	130	12	...	...	...	...	...	Roger S. Miller	a
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	2	...	...	...	...	...	G. T. Charnock	4
	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	3	...	...	...	...	...	...	John Groeber	5
	...	...	...	...	...	...	...	...	1	2	...	...	...	...	1	...	2	27	2	...	...	657	...	657	John W. Twitty	6
1	42	3	17	73	1,692,802	...	...	...	10	7	...	...	...	...	...	...	...	18	40	25	15	...	18,000	18,000	Alfred O. Anderson	7
	33	...	...	33	[8]1,070,999	8	809,121	...	...	36	...	...	...	2	1	8	2	116	25	31	31	...	...	...	Robert D. Turner	a
	2	...	...	2	...	...	...	...	...	1	...	...	...	...	...	...	...	1	1	2	2	...	...	...	M. Mack Monaco	8
6	9	10	...	25	400,614	...	...	12	91,366	...	4	...	...	...	...	...	...	...	4	...	16	10	...	15,514	17,751	Frank C. Kammerlohr	9
1	1	...	...	1	25,000	1	28,800	2	2,500	...	1	...	...	...	...	...	...	1	...	5	3	...	5,978	5,978	Alice Nelson	10
1	1	...	...	1	35,000	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	Reed O'Hanlon	11
		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	6	...	...	...	...	...	G. E. Bell	12
1	8	...	...	9	91,426	8	72,039	4	3,185	...	2	1	2	...	...	...	...	...	7	3	15	10	...	18,240	18,360	C. E. Kanmer	13
1	18	...	...	18	189,034	6	70,132	3	...	...	7	...	...	...	...	1	...	1	31	...	25	10	...	28,000	28,000	James C. Lewis	14
1	2	27	...	...	39	114,400	15	583,475	30	[57]144,062	4	15	...	1	...	4	1	...	1	23	3	50	30	2,000	108,000	116,000	William Meyers	15
	2	...	...	2	8,000	1	11,000	...	...	...	...	1	...	1	...	...	...	1	...	1	3	7	2	50,600	6,531	57,131	Milton H. Maurer	16
	3	...	...	3	...	...	...	...	...	2	...	...	...	...	...	...	...	1	9	...	...	...	...	...	Albert B. Kellog	17
1	7	...	...	8	97,842	...	...	...	1	5	...	...	...	...	...	...	...	1	7	6	...	...	...	...	Paul Crowell	18
	...	...	...	...	...	1	6,514	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	175	175	Edith G. Brewster	19
	2	...	...	2	[6]6,400	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	L. O. Thompson	20
	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	W. E. D. Ward	21
	9	...	...	9	...	...	...	...	...	10	2	...	...	...	...	...	...	2	13	1	...	...	...	...	T. Edward McIntyre	22
	1	...	...	1	8,138	...	...	...	1	1	...	...	...	...	...	...	...	...	3	...	...	...	...	...	L. B. Badger	23
	2	...	...	2	52,645	1	21,870	1	8,872	...	...	...	...	...	...	...	...	...	...	4	...	...	3,000	3,000	Edward J. Lister	24
1	7	...	6	14	[59]347,800	...	...	3	59,000	...	5	...	...	...	...	...	...	...	4	...	5	2	...	6,000	6,000	C. A. Emmons	25
	...	...	...	...	...	1	91,410	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		a
	...	...	...	...	...	...	...	...	...	...	1	5	...	...	...	1	...	...	...	...	...	...	...	...	Frederio P. Reichey	26
1	1	...	...	1	20,217	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	4	2	...	750	750	Estelle T. French	27
	6	...	...	6	187,500	...	...	...	...	1	1	...	...	...	...	...	...	...	...	4	...	...	...	...	Vann H. Smith	28
	3	...	5	8	...	4	44,550	10	19,600	4	7	...	...	...	...	...	...	...	25	4	3	4	6,310	3,860	11,350	John M. Rowley	29
	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	2	...	...	...	...	...	...	John Schuster, Jr.	30
1	17	5	...	25	[8]482,730	5	215,650	9	41,395	...	2	...	...	...	...	...	...	1	6	3	14	10	...	9,000	12,000	Arthur T. Noren	31
	5	...	...	5	36,000	...	...	...	...	1	4	...	...	...	...	...	...	...	6	...	3	2	...	1,000	1,000	Winton J. White	32
	30	...	...	30	[8]207,877	...	...	...	...	7	31	...	2	...	1	1	...	...	152	5	3	5	...	1,903	1,903	K. V. C. Wallace	33
	4	...	...	4	[8]9,093	...	...	...	...	1	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	Leigh Cobb	34
	9	...	...	9	57,477	...	...	4	18,952	...	3	...	...	...	...	...	...	...	2	1	...	...	...	...	...	Frank DeMartine	35
	1	...	...	1	6,000	...	...	...	...	1	1	1	...	...	...	...	...	...	2	...	...	...	...	...	...	C. A. Morrison	36
	4	...	...	4	[9]9,000	...	...	1	350	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Everett C. Preston	37
	...	...	3	3	50,000	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	H. George Hughes	38
	5	...	...	5	...	1	...	6	...	1	...	...	...	...	...	...	...	...	...	5	1	...	...	...	...	Julius Durstewitz	39
	...	...	...	...	...	...	...	...	...	2	20	...	...	...	...	...	...	3	64	5	...	...	...	...	...	Frederic C. Hoth	40
1	2	4	...	6	166,220	1	19,669	6	26,733	...	1	...	...	...	...	...	...	...	13	3	16	9	...	4,578	5,758	Philip LeBoutillier	41
1	5	12	...	...	17	725,000	...	...	...	...	2	12	...	...	...	...	...	...	40	...	15	11	...	10,000	26,000	Frank A. Deisler	42
	9	...	...	12	21	1,176,300	...	...	11	560,400	...	1	...	1	...	...	8	...	...	...	18	16	...	30,082	30,082	Louis A. Lepis	a
	...	...	3	3	146,640	...	...	...	...	2	2	...	...	...	...	...	...	...	5	2	1	2	...	...	...	James P. Craig	43
	1	...	...	1	14,160	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	2	...	...	...	...	George D. Butler	44
	9	...	...	9	[8]76,553	1	8,448	8	20,157	...	...	...	...	...	...	...	...	...	2	...	2	2	...	2,970	3,834	Frank M. Krysiak	45
	4	...	...	4	25,724	...	...	9	6,950	...	1	...	...	...	...	...	...	...	2	...	5	7	...	4,504	4,504	Presley D. Stout	46
	1	...	...	1	[8]21,200	...	...	...	...	1	1	...	...	...	...	...	...	...	2	1	...	...	...	...	...	J. H. Talmadge	47
	6	...	...	6	20,000	4	12,000	...	...	...	6	...	...	...	...	...	...	...	6	...	...	...	...	...	...	Herbert W. Heilmann	48
	...	...	...	...	...	...	...	6	6,600	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dyer T. Jones	a
	3	3	1	7	28,043	2	10,945	5	9,431	...	1	...	...	...	...	...	...	1	4	...	4	1	...	1,783	1,783	Harry A. Wuelser	49
	1	...	10	11	49,426	...	...	7	26,408	1	2	...	...	...	...	...	...	...	4	...	6	4	...	5,248	5,248	Arthur J. Garthwaite	50
	5	1	7	13	[8]21,596	3	79,021	4	3,300	5	5	...	...	1	...	...	1	...	2	...	2	2	...	...	...	Charles L. Juliana	51
	5	...	...	5	136,117	...	...	...	...	1	2	...	...	...	...	...	...	1	2	2	9	3	...	...	...	Gerald R. Griffin	52
4	12	...	5	51	[66]3,726,208	...	...	34	...	2	2	...	...	...	...	...	...	...	3	...	25	25	...	55,000	55,000	Ernest H. Seibert	53
	1	...	...	1	30,000	...	...	1	1,200	...	1	...	...	...	...	...	...	...	5	...	...	...	...	...	...	Howard Krausche	54
	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lorne C. Rickert	55
	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	14	...	...	2	...	...	...	Edward B. Bowker	a
	7	...	...	7	144,706	2	1,400	1	1,248	2	3	...	...	...	...	1	...	...	8	...	6	2	...	1,800	1,800	Louis C. Spinelli	56
	9	...	...	9	731,050	...	...	7	83,955	1	5	...	...	...	...	1	...	...	13	2	10	3	...	8,242	8,242	Reeve B. Harris	57
	2	...	2	4	301,339	...	...	...	...	...	...	1	...	...	...	...	[21]1	...	4	1	4	1	...	...	...	Charles A. Winans	58
	21	...	...	21	950,000	1	50,000	13	17,000	...	6	...	...	...	...	...	...	...	...	1	...	...	10,000	16,300	27,940	Alfred Cappio	59
	...	...	13	13	...	2	23,000	10	70,000	1	4	2	...	...	...	...	...	...	21	1	17	3	...	...	...	Charles T. Kochek	60
	6	6	1	13	243,192	...	...	9	87,141	...	4	...	...	...	...	...	2	...	21	1	2	1	22,885	3,120	26,005	R. O. Schlenter	61
2	2	...	...	4	[8]41,000	2	56,000	1	45,000	2	1	...	...	...	...	...	...	2	4	...	...	...	...	...	...	Robert Tierney	62

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	N. J.—Cont.														
1	Red Bank	11,622	Playground Committee	3	1	....	5	25	.....	150	490	.....	490	640	M
2	Roxbury Twsp.[69]	3,879	Board of Education	1	1	....	....	....	.....	.....	540	.....	540	[5]540	M
3	Rutherford	14,915	Board of Recreation Commissioners	1	2	....	....	....	.....	3,900	950	3,350	4,300	8,200	M
4	Somerville	8,255	Park and Recreation Commission	1	....	....	5	40	3,176	724	150	56	206	[14]4,106	M
5	South Orange	34,951	Recreation Commission	3	1	1	....	....	.....	.....	.....	.....	4,750	10,200	M
6	School District of So. Orange and Maplewood	35,000	Board of Education	16	2	....	....	....	.....	525	1,291	.....	1,291	1,816	M
7	Summit	14,556	Board of Recreation Commissioners	17	10	2	1	....	991	5,641	8,121	6,212	14,333	[12]0,965	M
8	Tenafly	5,669	Board of Education	1	1	....	....	....	.....	100	500	300	800	900	M
9	Trenton	123,356	Department of Parks and Public Property	11	11	1	....	....	.....	7,066	7,000	9,000	16,000	23,066	M
10	Union County[70]	305,209	County Park Commission	49	23	7	606	....	.....	53,066	34,011	87,474	121,485	174,551	C
11	Westfield	15,801	Playground Committee	1	....	....	....	....	300	292	333	.....	333	925	M&P
12	West New York	37,107	Recreation Division, Department of Parks	3	....	3	20	20	6,100	1,300	4,600	500	5,100	12,500	M
13	West Orange	24,327	Community League	8	2	1	12	32	.....	.....	.....	.....	.....	12,510	P
			Department of Parks and Public Property	9	8	1	....	....	.....	.....	.....	.....	.....	.....	M
	New Mexico														
14	Albuquerque	26,570	Board of Education[19]	6	6	....	....	....	.....	.....	.....	.....	.....	.....	M
15	Chimayo	573	Board of National Missions	1	4	....	....	....	.....	.....	.....	.....	.....	.....	P
16	Tucumcari	4,143	Kiwanis Club and Board of Education	1	....	....	....	....	.....	50	300	.....	300	350	M&P
	New York														
17	Albany	127,412	Department of Recreation, Board of Education	23	39	1	....	....	.....	.....	17,000	.....	.....	[5]21,000	M
18	Amsterdam	34,817	Recreation Department[2]	29	6	1	5	42	1,842	3,576	4,933	4,935	9,868	[11]5,286	M
19	Armonk	269	Recreation Commission	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
20	Auburn	36,652	Recreation Commission	19	11	1	9	21	500	1,750	6,608	2,968	9,576	[11]1,826	M
			Booker T. Washington Community Center[32]	....	1	1	3	....	17,802	484	1,620	170	1,790	20,076	P
21	Batavia	17,375	Board of Education and Recreation Department	4	2	....	....	....	.....	800	2,000	.....	2,000	2,800	M
22	Binghamton	76,662	Board of Education and Department of Parks	37	28	....	....	....	.....	.....	8,867	.....	.....	18,344	M
23	Buffalo	573,076	Division of Recreation, Department of Parks	26	26	49	....	....	205,446	25,880	110,582	179,286	289,868	521,194	M
24	Cazenovia	1,788	Board of Education	1	1	....	1	....	.....	.....	300	.....	300	300	M
25	Cohoes	23,226	Department of Public Works	23	17	....	....	....	.....	600	4,000	400	4,400	[15]5,000	M
26	Corning[71]	15,777	Board of Public Works	2	2	....	....	....	.....	.....	.....	.....	.....	800	M
27	Croton-on-Hudson	2,447	Recreation Commission	7	2	1	25	52	.....	2,514	1,600	884	2,484	4,998	M&P
28	Delmar[72]	3,000	Board of Education	9	1	....	....	....	.....	.....	.....	.....	.....	1,200	M
29	East Aurora	4,815	Mothers' Club	1	1	....	....	....	.....	80	320	.....	320	400	M
30	Eastchester[73]	20,340	Division of Recreation, Department of Public Welfare	17	11	2	36	45	.....	2,109	7,958	2,416	10,374	12,483	M
31	Elmira	47,397	Recreation Department	6	1	1	....	....	.....	.....	.....	.....	.....	7,000	M
32	Floral Park	10,016	Playground Department	1	1	....	....	....	.....	2,395	650	2,325	2,975	5,370	M
33	Glens Falls	18,531	Recreation Commission	9	7	1	68	68	1,475	2,055	3,746	5,121	8,867	12,397	M
34	Gloversville	23,099	Board of Education	2	1	....	....	....	633	812	.....	.....	6,602	8,047	M
35	Hartsdale	740	Board of Education	1	1	....	....	....	.....	122	325	.....	325	447	M
36	Hastings-on-Hudson	7,097	Recreation Division, Community Service Council	4	2	3	15	25	.....	1,500	5,000	750	5,750	[17]250	M
37	Hempstead	12,650	Board of Education and Village Board of Trustees	8	8	....	....	....	.....	400	2,100	.....	2,100	2,500	M
38	Herkimer	10,446	Recreation Commission	6	4	....	....	....	2,500	2,495	1,176	305	1,481	6,476	M
39	Hudson	12,337	Common Council	2	4	....	1	3	144	206	540	73	613	963	M
40	Hudson Falls	6,449	Playground Commission	1	1	....	....	....	.....	440	.....	.....	681	1,121	M
41	Ithaca	20,708	Board of Education	7	3	....	....	4	1,480	333	3,375	836	4,211	6,024	M
			Park Department, Board of Public Works	4	....	....	....	....	.....	805	1,183	2,950	4,133	4,938	M
			Social Service League	2	3	....	85	24	.....	1,854	3,794	.....	3,794	5,648	P
42	Jamestown	45,155	Board of Education	2	....	....	....	....	89	224	1,105	1,083	2,188	2,501	M
43	Johnson City	13,567	Board of Education	3	1	....	....	....	.....	8	475	.....	475	483	M
44	Kenmore	16,482	Board of Education	15	6	....	....	....	.....	274	4,095	830	4,925	5,199	M
45	Kingston	28,088	Department of Recreation, Board of Public Works	16	10	1	12	57	52,500	.....	.....	.....	.....	[17]6,670	M
46	Lake Placid[74]	2,930	Village Board	....	....	....	....	....	.....	.....	.....	.....	.....	5,000	M
47	Larchmont	5,282	Park Committee	2	2	....	....	14	800	200	800	1,500	2,300	3,300	M
48	Le Roy	4,474	Recreation Commission	2	1	....	....	....	400	.....	600	50	650	1,050	M
49	Mahopac	407	Board of Education	1	1	....	2	35	109	139	350	50	400	648	M&P
50	Mamaroneck	11,766	Park Department	4	2	....	....	....	.....	.....	1,620	.....	.....	10,000	M
51	Monroe County[75]	423,881	Department of Public Welfare	1	2	....	15	....	.....	.....	.....	.....	.....	400	C&P
52	Mount Kisco	5,127	Recreation Commission	1	3	....	....	....	800	1,350	1,700	800	2,500	[14]650	M&P
53	Mount Vernon	61,499	Recreation Commission	40	25	6	44	....	230	7,747	22,769	6,242	29,011	[13]6,988	M
54	Naples	1,070	Board of Education	1	1	....	....	....	50	25	200	.....	200	275	M
55	Newark	7,649	Board of Education	1	....	....	....	....	375	.....	.....	.....	.....	[16]15	M&P
56	Newburgh	31,275	Recreation Commission	14	9	3	45	50	1,595	5,661	9,735	11,346	21,081	[12]8,337	M
57	New Castle	.....	Recreation Commission	1	....	....	....	....	.....	173	250	.....	250	[14]23	M
58	New Rochelle	54,000	Bureau of Recreation, Department of Public Welfare	45	17	13	2	....	.....	3,905	38,145	.....	38,145	[14]2,050	M
59	New York City	6,930,446	Department of Parks	467	389	494	....	....	.....	48,800	897,080	1,040,844	1,937,924	1,986,724	M
			Division of Recreation and Community Activities, Board of Education	892	1192	3	....	....	.....	50,592	476,056	157,000	633,056	683,648	M
			Juvenile Aid Bureau, Police Department	22	....	....	....	....	.....	47,580	6,850	.....	6,850	54,430	P

Table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers												Emergency Service					Source of Information	No. of City
																			Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
1			1	$5,320					1	1								4						W. A. Robbins	1
3			3						1		1							4						J. B. Shambaugh	2
3			3	41,250					1	3								10		2	1		600	600	H. A. Borchert	3
5			5	36,914			5	5,500		2								4	1	3	2	1,475	3,500	4,975	Charles F. Halsted, Jr.	4
			1	90,000					1	4							1	16	1						Joseph J. Farrell	5
1		9	10													1		3							H. Marjorie Wilson	6
		4	5	139,453	1	23,669	6	9,222	1	1								8	1	1	1		559	559	H. S. Kennedy	7
1			1	15,000					1	1															Millard G. DuBois	8
6			11	253,500	1	3,000	1		2	7	3							47	1	13	1		10,100	10,100	Fred Cooper	9
15			15	486,400					3	17		9	2		[21]1		2	20	2			463,528		463,528	F. S. Mathewson	10
3			3	27,628					1	2								2							Carl E. Cluesmann	11
1			3				4		1	3								10	2						Louis Truncellito	12
					1	74,969	1	5,949												3	2				Treby Moore	13
1			5		1		1			2								9		8					William E. Boland	a
6	9		15	61,000			11		3											12	12		2,144	2,519	John Milne	14
			1				1						2					1							Zoe Ellsworth	15
1		1	2	$8,011						1			1					2		2	4		450	450	Ray A. Paulson	16
21	5		30	$570,000			9	28,445	2	8						4	1	60	5						Frederick F. Futterer	17
		4	4	159,431			6	29,275	2								1	1	1	34			2,000	16,078	Jackson J. Perry	18
1			1	10,800			1	2,000		1								1		2					August J. Ganz	19
8			8	117,475			4	16,625		5								15	3	4		800	2,530	3,330	George Syme, Jr.	20
					1															1	3		872	1,562	Mrs. J. M. Pollard	a
5		1	6	96,000			4	20,000	1	3								13	1	10	2	5,000	6,000	15,500	Goddard Dubois	21
22			22						1	5	4								4						L. D. Greenman	22
26			29	3,231,993	9	388,856	70	532,245	3	20	2			2	2		8	76	12	22	3	255,443	20,448	275,891	Joseph F. Suttner	23
2			2	2,200						1	1							2							M. H. Buckley	24
9			9	71,825					1	2							1	6		1		89,000	20	89,020	Joseph S. Wright	25
2			2	45,000					2	3							1	4							Carl F. Wilson	26
2			2	$6,000	2	29,256			1	1	2									2			792	792	Effingham Murray	27
1			1	35,000					1	1								3							Solon L. Butterfield	28
1			1	$6,250					1	1								4	1						Mrs. A. E. Nield	29
5		4	10	$106,720	1	32,478	9	12,855		1											3		2,062	2,062	Vivian O. Wills	30
		13	13	252,000			3	30,000	1	7							1	13		17	8			19,200	John J. Murray	31
		1	1	$27,000	1					2								8							Louis P. Weber	32
3			5	68,738	1	17,000	1	18,000	1	3	1							9		8	5		5,460	9,826	Burt M. Keene	33
		3	3	$26,605					2	2							1	11							A. E. Severn	34
1			1	$2,739														1							Marvin C. Williams	35
3			3	35,280	1		3		1	1		1						3		2	1		2,340	2,340	Robert W. Crawford	36
6			6	$42,000						1													150	150	Harold I. Levine	37
2			3						2	3								4	1	2	1				Mrs. John Campbell	38
5			5	$10,509					1	1								5	1						Donald Huddleston	39
2			2	$8,043						2	1							2							David S. Fisk	40
4		4	8	41,937			3	6,608	1	2															E. E. Bredbenner	41
														1			1	4	1						Richard S. Baker	a
		1	1		2	40,000														7	1		500	500	Dora E. Nelson	b
5			5	$10,400					1	1								9							Harry T. Watson	42
1			1	$3,900			1		1	1															H. B. Eccleston	43
		8	8				3		1	1						1		6							Earl H. Ruckman	44
10		4	14		3		3		1	7								8	5	7	5	79,750	2,400	82,150	Sidney G. Lutzin	45
									1	1	1							2							Edward Herb	46
1			1	8,000	1					1								6	1			20,000		20,000	Arthur Richards	47
1			1	5,000			2		1	1							1	4	1						E. J. Reifsteck	48
1			1	6,500							1									1			50	50	Paul H. Rhode	49
2			2	$18,000						1	1							9							William H. Johnson	50
6			16	73,871	4		10											8		18				8,000	L. L. Hutchinson	51
2			2	17,280	3	17,607				1								2		7			5,800	5,800	F. Fulton Carpenter	52
4		13	17	$326,364	2	37,671	15	86,852	1	8								14		25	13		19,403	19,403	R. Walter Cammack	53
1			1	$1,320													1	2							Roger Killian	54
1			1	$12,500						3								2	1						H. W. Hatsell	55
4		1	6	461,431			1	1,221		3							1	8							Douglas G. Miller	56
1			1	$4,441						1										3			250	250	Roderick B. Travis	57
2	3	7	17	248,413			14	80,733	1	5	2								8	7			8,520	9,948	Peter J. Mayers	58
14		2	432	62,336,655	110	4,523,000			17	132	5	6			10	6	15	455	157					[762],000,000	J. V. Mulholland	59
	14		427	8,261,506			132	5,728,223	17	17						39		81	[77]2323					1,970,000	Mark A. McCloskey	a
			4	$79,500	25	1,435,000	18	7,500,000					1							265	150		462,306	1,608,559	John H. Morris	b

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages			Grand Total	
											For Leadership	For All Other Persona Services	Total		
	N. Y.—Cont.														
1	Niagara Falls	75,460	Recreation Commission, Bureau of Parks	49	49	1	....	....	.....	4,868	9,485	15,734	25,219	30,087	M
			Community Center Association[32]	1	1	2	24	10	.....	950	2,720	324	3,044	3,994	P
2	North Tarrytown	7,417	Recreation Department[2]	1	....	1	....	....	.....	.....	2,000	.....	2,000	3,500	M
3	North Tonawanda	19,019	Department of Parks and Recreation	10	1	....	2	....	.....	.....	.....	.....	.....	5,700	M
4	Norwich	8,378	Park Commission	5	2	....	....	....	.....	600	1,169	.....	1,169	1,769	M
5	Olean	21,790	Board of Education	....	....	....	....	....	.....	620	.....	1,689	1,689	2,309	M
6	Oneida	10,558	Park and Playground Commission	2	12	....	....	....	.....	375	2,000	825	2,825	3,200	M
7	Oneonta	12,536	Board of Education and Park Commission	1	....	....	2	....	.....	.....	.....	.....	.....	1,300	M
8	Ossining	15,241	Recreation Commission	19	10	1	12	5	510	3,596	6,056	2,538	8,594	12,700	M
9	Oswego	22,652	Department of Public Works	10	....	....	....	....	.....	300	1,200	.....	1,200	1,500	M
10	Patchogue	6,860	Park Department[2]	1	....	....	....	....	.....	2,594	425	769	1,194	3,788	M
11	Peekskill	17,125	Board of Education	7	6	....	....	....	.....	400	2,500	100	2,600	[3]3,000	M
12	Pelham	11,851	Board of Education	2	1	....	....	....	.....	75	1,500	.....	1,500	1,575	M
13	Port Chester	22,662	Recreation Commission	14	12	1	1	104	.....	2,123	4,917	135	5,052	[7]7,175	M
14	Poughkeepsie	40,288	Board of Education	32	58	....	....	....	609	2,253	6,044	2,050	8,094	10,956	M
			Department of Parks[19]	2	2	....	....	....	.....	.....	.....	.....	.....	.....	M
15	Purchase	500	Community House, Inc.	1	1	2	....	....	.....	.....	.....	.....	.....	9,000	P
16	Rhinebeck	1,569	Recreation Association	2	2	....	20	....	956	276	1,036	259	1,295	2,527	P
17	Rochester	328,132	Division of Playgrounds and Recreation, Park Bureau	23	21	28	....	....	.....	22,244	39,576	88,736	128,312	150,556	M
			Board of Education[19]	10	7	1	....	....	10,628	5,257	5,010	.....	5,010	20,895	M
18	Rome	32,338	Public Works Department	14	11	1	20	35	250	3,224	5,998	1,500	7,498	10,972	M
19	Saratoga Springs	13,169	Board of Education	2	2	....	....	....	.....	1,500	.....	.....	.....	[5]1,500	M
20	Schenectady	95,692	Department of Parks and Recreation	22	14	1	....	....	18,906	7,205	13,500	100	13,600	39,711	M
21	Solvay	7,986	Board of Education	1	....	....	....	....	600	250	600	.....	600	[1]1,450	M
22	Southampton	3,737	Board of Village Trustees	....	....	....	....	....	5,315	2,377	.....	1,043	1,043	8,735	M
23	Syracuse	209,326	Recreation Commission	40	67	15	....	....	.....	.....	.....	.....	.....	[1]94,031	M
			Dunbar Association, Inc.[32]	1	1	2	....	....	.....	1,690	4,200	1,175	5,375	7,065	P
24	Tarrytown	6,841	Recreation Commission	5	3	1	18	....	.....	1,191	2,509	.....	2,509	3,700	M
25	Troy	72,763	Recreation Department[2]	24	19	2	....	....	.....	12,794	10,663	18,638	29,301	42,095	M
26	Utica	101,740	Department of Recreation[2]	52	44	2	....	....	26,252	11,155	16,730	12,279	29,009	[1]66,416	M
27	Westchester Co.	520,947	County Recreation Commission	57	39	8	422	345	4,904	42,949	54,930	33,548	88,478	136,331	C
			County Park Commission[78]	8	....	....	....	....	.....	.....	.....	.....	.....	[79]727,025	C
28	West Harrison	5,500	Recreation Department[2]	1	....	1	....	....	.....	1,150	1,500	.....	1,500	2,650	M
29	White Plains	35,830	Board of Education	5	8	....	....	....	150	650	3,350	.....	3,350	4,150	M
			Bureau of Playgrounds and Recreation Centers, Common Council	13	7	12	25	....	70	9,413	19,621	26,895	46,516	55,999	M
30	Yonkers	134,646	Recreation Commission	151	129	15	....	35	4,000	10,000	47,368	28,666	76,034	90,034	M
	North Carolina														
31	Burlington	19,000	Department of Recreation[2]	2	3	1	25	19	.....	182	2,170	.....	2,170	2,352	M&P
32	Canton	5,117	Y. M. C. A.	2	....	....	15	11	.....	.....	.....	.....	.....	2,300	P
33	Charlotte	82,675	Park and Recreation Commission	7	....	1	....	....	13,629	3,786	.....	.....	5,558	22,973	M
34	Durham	52,037	Recreation Department[2]	39	17	4	57	....	5,800	7,790	12,474	9,979	22,453	[1]36,043	M
35	Gastonia	17,093	Recreation Department	9	9	1	....	....	.....	1,240	3,187	1,110	4,297	[1]5,537	M
36	Greensboro	53,569	Recreation Commission	45	23	7	66	36	5,462	14,821	24,190	8,271	32,461	52,744	M
37	Hiwassee Dam	1,500	Training Division, Tennessee Valley Authority	2	....	1	57	52	300	280	3,500	100	3,600	4,180	M
38	New Bern	11,981	Parks and Playgrounds Department[2]	1	....	1	....	....	150	.....	900	.....	900	4,800	M
39	Raleigh	37,379	Recreation Commission	4	3	2	14	41	.....	2,960	3,540	.....	3,540	6,500	M
40	Rocky Mount	21,412	Recreation Department	3	2	2	2	....	8,994	1,535	2,036	7	2,043	12,572	M
41	Tarboro	6,379	City of Tarboro	5	1	....	....	....	.....	.....	.....	.....	.....	3,294	M
42	Wayne County[80]	53,013	Memorial Community Building	6	7	2	7	42	228	2,291	2,895	1,523	4,418	[1]6,937	C&P
43	Wilmington	32,270	City and W. P. A.	1	....	....	....	....	.....	1,000	1,200	300	1,500	[52]500	M
44	Winston-Salem	75,274	Public Recreation Commission	11	10	1	....	5	.....	6,205	8,483	4,125	12,609	18,814	M&P
	North Dakota														
45	Bismarck	11,090	Board of Park Commissioners and World War Memorial[19]	3	1	1	....	....	2,001	2,687	.....	.....	3,908	8,596	M
46	Fargo	28,619	Recreation Department, Park Board	2	2	....	....	....	.....	.....	.....	.....	.....	.....	M
47	Grand Forks	17,112	Board of Park Commissioners	4	1	....	....	1	2,775	3,419	1,713	3,832	5,545	11,739	M
48	Jamestown	8,187	Park Board	3	....	....	....	....	1,800	300	340	125	465	2,565	M
49	Lisbon	1,650	Park District Board	1	....	....	....	....	100	500	.....	.....	450	1,050	M
50	Minot	16,099	Park Department[2]	3	....	....	....	....	.....	.....	.....	.....	.....	4,193	M
51	Portland	500	Park Board and W. P. A.	....	....	....	6	....	.....	.....	.....	.....	.....	250	M
52	Valley City	5,268	City and W. P. A.	1	....	....	11	5	.....	.....	25	500	525	[1]525	M&P
53	Wishek	1,146	City Council	2	1	....	....	....	7,000	.....	200	.....	200	7,200	M
	Ohio														
54	Akron	255,040	Department of Recreation[2]	44	17	1	....	191	13,376	53,503	9,326	4,269	13,595	80,474	M
			Municipal Golf Commission	1	....	[11]1	....	....	.....	4,116	.....	.....	10,412	14,528	M
55	Bluffton	2,035	Board of Education	1	1	....	....	....	.....	249	150	172	322	571	M
56	Bowling Green	6,688	Park Board and W. P. A.	2	....	....	1	....	.....	.....	.....	.....	.....	.....	M
57	Canton	104,906	Recreation Board	46	15	3	....	....	215	10,267	18,007	4,096	22,103	[1]32,585	M
58	Cincinnati	451,160	Public Recreation Commission	296	125	15	790	2726	300,518	99,747	89,121	47,819	136,940	[1]537,205	M
59	Cleveland	900,429	Division of Playgrounds and Community Centers, Board of Education	183	155	2	....	84	.....	7,818	88,615	953	89,568	97,386	M
			Department of Parks and Public Property	108	46	23	....	172	.....	54,874	.....	.....	203,314	258,188	M
			Hiram House Settlement	6	2	....	10	....	.....	590	748	38	786	[82]1,376	M&P
60	Cleveland Metropolitan Pk. Dist.[82]	1,250,000	Metropolitan Park Board	4	....	3	....	....	.....	3,629	7,400	12,654	20,054	23,683	M

table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service					Source of Information	No. of City
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only												Paid Leaders		Expenditures				
																					Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
	18			18	$77,904					1	2				1	1		1	14	2				3,235	7,710	John A. Liddon	1
						1																				J. M. Pollard, Sr.	a
	4			4		1	2,000				2								5		4					Thomas J. Clark	2
5	9			14	426,900			5		1	5		1					1	12		7	1				William L. Ramsey	3
	2			2						1	1								6							Kurt Beyer	4
																			1							H. W. Stone	5
	9			9	71,669						4		1						6				1,800		1,800	H. C. Stone	6
	2			2	5,000					1	1				1				2							W. E. Long	7
	5			5	26,974	1	84,600	2	3,850		2								7		2		2,150		2,150	Frederic T. Feeney	8
	6			6	$6,000						5								5							J. Francis Gill	9
												1							6							Jack Meyer	10
	5			5	80,000			1	3,000	1	1							1	3	1	3	4				John Devins	11
		1		1				1		1																Mrs. H. Isabel Mapes	12
5	5			10	$86,957			4			3										9	3		8,076	8,076	Doris E. Russell	13
3	8			11	253,965			3	10,000	1	3								12	1	6					Sam J. Kalloch	14
2	7			9	32,000	1	1,000			2	12				1			2	8	1						Frank M. Berry	a
						1					1								2							Marion D. Coday	15
	1			1		1					1	1						1								Mrs. H. H. Hill	16
25	10			35	4,050,054	29	3,240,043			3	18	2				3	1	2	46	3	48	20		40,568	40,568	Gertrude M. Hartnett	17
	14		11	25	102,473	1	5,129	10	47,574	5	5						2		7		50	3		25,000	25,000	Elmer K. Smith and Rocco Pagnella	a
4	3			7	169,860	4	9,500				5							3	11		22	12		9,143	9,143	William L. Koch	18
	1			1	10,000			1	1,500	1	2								12	1						Patrick B. Kearney	19
	4		7	11	204,099			5	13,315		2	2				1		1	35		19	1				F. H. Marvin	20
	6			6	27,500			4	9,000		2								2		5	1		5,485	5,485	John A. McCarthy	21
												1														William P. Nugent	22
7	23			30	1,194,745	12	22,525	25	157,500		20				2			9	83		30	20	92,500	39,000	131,500	Smith T. Fowler	23
	1			1	34,692	1															1					Theodore E. Brown	a
			4	4	198,675	1	32,422	4	24,749	1	1		1						2		4	1		5,436	5,436	Pauline T. Foley	24
2	10			10	$171,191					2	5				1			1	23	3						Edward A. Wachter	25
	10		8	18	417,923			8	68,090	1	9							2	26	9	13	4	287,187	17,648	304,835	M. Esthyr Fitzgerald	26
						1	307,464							2									6,817		6,817	E. Dana Caulkins	27
											11	5				4		3	10							George S. Haight	a
1	2			3	26,508			1	38,906		1		1								4	3		4,294	4,294	Thomas Pietrani	28
	7			7	$62,925					3	3															Frank B. McGovern	29
			10	10	120,942			7	14,211	1	3								17	1	3	2		480	480	Frank T. Haulon	a
	16		20	36	1,458,946			56	191,364	1	7						2		32	7	19	11		16,072	16,072	James F. McCrudden	30
5				5	29,878	2	19,055			1	9								8	1	6	1		3,106	4,382	Ollie Stadler	31
	2			2				2	5,279	1	2			1			1		7							G. C. Suttles	32
	16			16	258,293	8	162,196			1	5							2	23	1	6	19		24,276	24,276	J. M. Ray	33
3	4		12	19	241,674	4	127,193	4	27,056	1	2			1				4	31	5	18	12	23,800	33,000	56,800	C. R. Wood	34
	7			7	$114,465					1	1				1			1	8	1	10	6		4,780	6,088	H. Rutter	35
3	10			13	248,298	1	118,204	6	57,889	1	13	1		1				1	27	5	5	4		5,000	8,000	Daniel R. Neal	36
1				1		2	18,200												2							Clifford Seeber	37
6				6	15,532	1	31,000				1				1				5		6	4	750	7,500	8,250	Darden Archer	38
5	1			6	222,041			1	12,368				1								6	8				G. M. Matlack	39
	9	1		10	75,788	2				1	1		1					1	8		3	3		3,713	3,713	J. M. Bandy	40
																		1								George N. Earnhart	41
	6			6	170,000	1	171,856	1									1				1			648	648	Charles Stapleton	42
5	3			8		4		1				1				1		1	19		10	8		14,877	14,877	AnneWetmoreTillinghast	43
	4		6	10	584,163			6	15,357	1	10						2	4	72	1	11	6		14,757	17,875	Loyd B. Hathaway	44
	2			2	49,500	1	12,000	6	15,000		1				1			1	7	1	9	3				Myron H. Atkinson	45
	11			11	38,495						1	1				1	1		8	2	12	9				P. E. Mickelson and F. G. Storrs	46
	2			2	$5,770	1										1		1	8	1	4	5	442	2,102	8,740	Mrs. M. B. Kannowski	47
	4			4							1							1	3	3	2	4				F. G. Kneeland	48
	1			1	$5,000						1	1	1		23 1				1		1			450	450	C. G. Mead	49
										1	1				1			1	12	1						Dave Hovey	50
			1	1	$4,700			1	1,900									1		1	1			640	640	Oscar G. Olson	51
	6			6	15,000	2	6,000						3	2				2		1	6	2		4,455	4,455	Donald R. Henderson	52
			1	1							1							1				3	10,000		10,850	J. E. Mattson	53
4	36		16	52	1,197,950	4	59,760	13	274,872		16	1		1			2		54	3	124	77	290,000	193,799	483,799	Willis H. Edmund	54
																1										Charles A. Burns	a
	1			1	15,000			2	21,600										3		2	1		1,700	1,700	A. J. B. Longsdorf	55
3	2	1		6		3		3		2	4		2		1			1	12	2	4	3			1,800	Ford Murray	56
	15			15	478,776			15	23,980		7							3	24	3	41	8		47,738	47,738	C. W. Schnake	57
8	48			56	$1,726,121	9	250,939	179	405,468	3	44		1				2	9	$143	170		208	73	293,336	250,790	665,191	Tam Deering	58
	59			59	1,680,897			30	337,962	4								2		2	34	46				G. I. Kern	59
2	32		46	80	3,166,470	14	2,641,835				48	3				2	5	5	46	7	135	68		14,210	14,210	Margaret E. Mulac	a
				1	149,500			6	305,000		1			1					1	1	14	11		4,108	4,108	H. Ruth Scranton	b
										1	10	3			1	1		3		3	8			2,160	2,160	W. A. Stinchcomb	60

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Ohio—Cont.														
1	Cleveland Heights	50,945	Recreation Department[19]	12	10	....	....	....	....	....	....	....	....	....	M
			Division of Public Recreation, Board of Education	35	22	1	11	42	.....	3,455	10,981	2,453	13,434	16,889	M
2	Columbus	290,564	Division of Public Recreation, Department of Public Service	112	32	11	2	....	4,032	9,057	25,727	8,916	34,643	[1]47,733	M
3	Cuyahoga Co.[84]	1,201,455	Recreation Commission	2	....	1	....	....	.....	3,649	2,840	.....	2,840	6,489	C
4	Defiance	8,818	Board of Recreation	6	2	....	....	5	800	1,300	791	134	925	[3]3,025	M
5	Delaware	8,675	Board of Education and W. P. A.	1	....	....	....	....	1,500	600	350	50	400	2,500	M
6	East Cleveland	39,667	Park and Playground Department	10	6	....	....	....	.....	3,513	4,873	3,301	8,174	11,687	M
7	Elyria	25,633	Recreation Board	7	6	....	2	....	.....	5,001	1,125	.....	1,125	6,126	M&P
8	Fostoria	12,790	School Board	2	1	....	....	....	.....	150	575	.....	575	725	M
			Park Commission	5	....	....	....	....	.....	.....	.....	.....	.....	3,500	M
9	Geneva	3,791	Young Men's Club	1	1	....	....	....	360	.....	450	.....	450	[1]810	P
10	Hamilton County[85]	589,356	Recreation Commission of Cincinnati and W. P. A.	5	1	2	....	....	12,000	3,100	3,000	2,600	5,600	[1]20,700	C
11	Ironton	16,621	Recreation Board	7	2	....	....	....	1,298	547	1,560	55	1,615	3,460	M
12	Kent	8,375	Recreation Department[2]	....	[28]1	....	....	....	.....	1,575	60	.....	60	[1]1,635	M&P
13	Lakewood	70,509	Recreation Department, Board of Education	88	94	1	....	10	.....	.....	13,000	.....	.....	30,800	M
14	Lebanon	3,222	Civic Trust, William Harmon Foundation	1	....	1	....	....	.....	.....	1,500	.....	1,500	[5]1,500	P
15	Lima	42,287	Department of Recreation	9	9	....	....	....	800	4,000	4,260	.....	4,260	9,060	M
16	Lorain	44,512	Park Board and Recreation Board	9	....	....	4	....	.....	.....	.....	.....	.....	13,000	M
17	Lucas County	347,709	Metropolitan Park Board	2	....	....	....	....	.....	.....	500	.....	.....	10,000	C
18	Lyndhurst	1,922	Village Council	1	1	....	....	....	.....	57	345	.....	345	402	M
19	Massillon	26,400	Recreation Board	3	1	....	....	....	700	1,200	335	864	1,199	3,099	M&I
20	Newark	30,596	Board of Education	3	1	....	....	....	.....	200	1,097	3,979	5,076	5,276	M
21	Niles	16,314	Recreation Commission	6	....	1	58	80	450	2,519	2,400	350	2,750	5,719	M
			Park Commission	5	5	....	....	....	.....	.....	2,197	.....	2,197	4,038	M
22	Norwood	33,411	City of Norwood	3	1	....	....	....	.....	.....	.....	.....	.....	5,651	M
23	Orrville	4,427	Board of Park Commissioners	1	....	....	....	....	.....	.....	.....	.....	.....	4,312	M
24	Painesville	10,944	Recreation Department	4	2	1	4	60	.....	1,000	2,900	1,000	3,900	4,900	M&I
25	Sandusky	24,622	Recreation Commission	2	1	....	....	10	.....	1,457	698	.....	698	2,155	M
26	Shaker Heights	17,783	Board of Education	10	13	....	....	....	.....	500	4,550	500	5,050	5,550	M
27	Springfield	68,743	Department of Recreation[2]	2	....	....	1	15	.....	2,224	1,915	.....	1,915	4,139	M&I
28	Steubenville	35,422	Department of Parks and Recreation	11	8	2	2	211	40,413	6,638	8,411	9,455	17,866	[1]64,917	M
29	Struthers	11,249	Park Board and Recreation Board	3	....	....	....	....	.....	.....	1,125	.....	.....	4,000	M
30	Summit County	344,131	Akron Metropolitan Park District	2	....	....	....	....	.....	.....	1,143	.....	.....	30,000	C&P
31	Toledo	290,718	Division of Parks and Recreation, Department of Public Welfare	44	19	8	....	175	134,240	15,307	44,686	24,293	68,979	218,526	M
			Frederick Douglass Community Center[32]	1	....	1	7	5	.....	2,100	3,270	1,150	4,420	6,520	P
32	Toronto	7,044	City of Toronto	2	....	....	4	....	500	300	450	.....	450	1,250	M
33	Troy	8,675	Recreation Association[19]	4	6	....	....	18	.....	82	1,362	625	1,987	[2]2,069	M
34	Warren	41,062	Park Department[2]	6	2	....	17	6	2,000	13,000	2,580	320	2,900	17,900	M
			Avalon Golf, Inc.	[11]1	....	....	....	....	.....	.....	.....	.....	.....	10,955	M
35	Youngstown	170,002	Board of Park Commissioners, Township Park District	10	1	3	2	....	7,220	14,221	6,255	27,250	33,505	54,946	M
			Playground Association	5	4	1	6	13	.....	1,500	3,000	200	3,200	4,700	P
			Park and Recreation Commission	34	24	....	....	....	.....	15,526	21,520	72,944	94,464	109,990	M
36	Zanesville	36,440	Playground Board	3	7	....	....	....	.....	200	1,100	.....	1,100	1,300	M
	Oklahoma														
37	Ada	11,261	Park Commission	1	2	....	....	....	.....	2,000	900	1,100	2,000	4,000	M
38	Cherokee	2,236	City Commission	2	1	....	....	....	1,234	819	.....	.....	1,423	3,476	M
39	Cushing	9,301	Recreation Board	1	1	....	....	....	200	30	750	.....	750	980	M
40	Miami	8,064	Department of Public Utilities	4	....	....	....	....	.....	500	500	800	1,300	1,800	M
41	Newkirk	2,135	City of Newkirk	2	1	....	....	....	.....	.....	.....	.....	.....	500	M
42	Norman	9,603	Park Department[2]	2	2	....	....	13	.....	.....	.....	.....	.....	2,000	M
43	Oklahoma City	185,389	Recreation Division, Park Board	27	18	3	575	162	.....	.....	10,462	.....	.....	[5]44,521	M
			Board of Education	21	39	....	....	....	.....	.....	.....	.....	.....	7,000	M
44	Stillwater	7,016	Playground Committee	5	4	....	....	....	.....	.....	1,200	.....	1,200	2,000	M
45	Tulsa	141,258	Board of Park Commissioners	11	2	2	....	....	.....	7,000	9,500	4,000	13,500	20,500	M
	Oregon														
46	Albany	5,325	Board of Education	3	1	....	....	....	1,200	473	875	525	1,400	3,073	M
47	Ashland	4,544	Park Board	....	1	....	2	19	.....	.....	150	.....	.....	[5]150	M
48	Klamath Falls	16,093	Recreation Department[2]	4	1	1	....	....	.....	1,380	3,000	.....	3,000	[4]4,380	M
49	La Grande	8,050	Recreation and Playground Committee	1	1	....	....	4	.....	.....	320	.....	320	357	M&
50	Lakeview	1,799	P. T. A., Local Clubs and Lodges	2	2	....	8	13	.....	.....	.....	.....	.....	1,000	M&
51	Oregon City	5,761	City Manager	2	....	....	....	....	.....	300	360	360	720	1,020	M
52	Pendleton	6,621	Park Commission	....	3	....	....	....	.....	137	318	.....	318	455	M
53	Portland	301,815	Bureau of Parks, Department of Public Affairs	33	28	10	....	....	1,406	.....	32,595	.....	.....	107,950	M
54	Salem	26,266	City and School District	9	3	....	....	9	888	1,828	2,583	600	3,183	[5]5,899	M
55	Silverton	2,462	Parent-Teacher Association	1	....	....	1	....	.....	350	131	.....	131	[1]481	M&
	Pennsylvania														
56	Allegheny County[87]	1,374,410	Parks and Recreation Department[19]	2	....	....	....	....	.....	.....	.....	.....	.....	.....	C
57	Allentown	92,563	Recreation Commission and School Board	78	25	2	15	107	21,380	4,325	9,601	3,941	13,542	[1]39,247	M&
58	Altoona	82,054	Park and Recreation Commission	1	13	....	....	....	.....	350	1,000	1,150	2,150	2,500	M
59	Avalon	5,940	Borough Council	1	....	....	....	....	.....	2,272	.....	.....	3,370	5,642	M
60	Beaver Falls	17,147	Recreation Board	2	1	....	....	....	350	412	500	216	716	1,478	M
61	Berkshire Heights	400	Recreation and Playground Association	1	1	....	....	....	416	14	298	.....	298	728	P
62	Berks County	120,546	Recreation Board	5	3	2	....	....	.....	993	1,875	308	2,183	3,176	C
63	Bethlehem	57,892	Department of Public Recreation[2]	24	20	1	48	96	.....	3,910	6,334	1,424	7,758	[1]11,668	M

table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service					Source of Information	No. of City
																				Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only												Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
2			2															1	8	2						Claude B. Sharer	1
2		8	10	$38,872			10		1	9							1		18					5,000	Earle D. Campbell	a
23			27	437,817	7	205,120	5	21,699	1	20			1		1		2	43	14	53	25			10,225	Grace English	2
21		1	83	3,485,252	10		61				6									123	30		163,240	166,380	Charles L. Howells	3
4			4							1							1	3			1				Lester H. Hale	4
1			5	57,014			5	53,032										4		17	4		15,460	15,460	D. R. Smith	5
4			4							3							1	12	1	15	9				Harold L. Green	6
8			8	83,396			4	7,969								1				8			3,001	3,905	Carl W. Wagner	7
5			5	40,000					2	3								3	1	8	3		715	715	D. W. Trubey	8
											1						1			2					J. F. Rolfes	a
1			1															4							Lincoln Cahn	9
4			19	1,708,500	2	12,000	40	1,441,300	6	19								21	5	11	10	60,000	27,000	87,000	Tam Deering	10
5			5	46,240			4	19,647	1								1			8	3		8,923	8,923	Evelyn Edelson	11
1		4	7	87,770	1	18,450	8	83,565		2								3		24	6		16,359	16,359	Emily L. Upham	12
3		10	14	940,000	1	2,850	18	395,450	2	6		1				1		21	3	24	8		32,000	32,000	Charles A. Foster	13
4			4		1		1							1				2	1	1	1				Norman S. Coyne	14
11			11	307,000	2		4		2	4								9	3	15	5		12,000	12,000	Harold C. Dillon	15
10			14	166,300	2	42,876	11	86,711		8	2							16	3	16	12		36,084	36,084	J. Norman Thompson	16
1			1							6	2							6		6				350,000	F. C. Bridenbaugh	17
1			1	19,113						1								8		2					Frank G. Curtiss	18
10			10	129,796	3					4		1					1	9		21	10		8,880	8,880	A. E. Secrist	19
14			14	$304,500					3	2								14	1	12	11		5,596	5,596	Loyd G. Millisor	20
8			8	114,568	2	8,980	8	43,760		3								8	2	17	13		12,643	12,643	W. G. Llewellyn	21
																	1								Reba L. Howells	a
																	1								Charles W. Greene	22
1			1						1	2							1								Frederick Smucker	23
5			6	$630,401	2		4			2	1							5		11	1		7,500	7,500	Stanley Prague	24
5			5	$45,076	2		4	10,380		3	2					1		4		23	8		12,716	13,359	Elizabeth M. Niles	25
7			7	$15,200			9	33,750	1	2						1		26							Charles A. Thornton	26
10			11	566,807	2		6	61,190		6										21	4		22,500	22,500	William F. Keller	27
10			10	$176,387	1	84,954	4	108,210		1				1			3	4		14	6	10,800	17,999	148,701	R. B. McClintock	28
3			3	76,600			4	25,000		3							1	3	1	13	5	65,000		65,000	Andrew M. Lindsay	29
											1		1												D. H. Slaybaugh	30
19		2	44	1,182,160	11	160,198			3	22	1	3	3		2		9	57	5	57	40	1,534,492	169,395	1,703,887	Ernest Curley, Jr.	31
					1	28,463																				
3			3	55,000	1	41,000	2	600	1	3										3	2		4,320	4,320	Clarence L. Thomas	a
6			6	13,014	1		1	2,200		1				2		1	1	4		5			600	600	Jack W. Francy	32
13		2	17	479,621	5	216,000	2	9,300	2								1	14	4	23	14	3,500	24,480	27,980	A. M. Dixon	33
																1									Stanley Grove	34
																										a
		1	1	170,574	1	6,108	2	40,527	1	1					2			12		4	1				Kenneth C. Wible	35
4			5	124,000			2	3,500		1								1	1	5	3		1,550	1,850	John H. Chase	a
23			23	$385,700						10				1			2	38				471,657		471,657	Tom Pemberton	b
6			6	54,000														5		3	2				M. M. Shamp	36
2			2	25,000	1	2,000					1						2		1						Wayne Wheelock	37
1			1	90,000						1							1	2	1						Ira A. Hill	38
2			2	16,500					1	1							1	4	1						W. B. French	39
3			3	10,000					1	1		1					1	4							H. G. Freehauf	40
										1							1								E. B. Wood	41
1			1		1	2,000				1							1	3	1						R. E. Clement	42
15			30		5	412,474			1	6	1			1	2		10	26	10	39	47		43,881	43,881	Catherine Schumaker	43
26			26	138,813			22	101,000		6						4	2	8	4						R. V. Jennings	a
6			6	$16,200			2	1,000		1							1		1						Nelson S. Walke	44
9			9		1										1		2	42	19		31		2,790	2,790	O. A. Zeigler	45
3			3	20,000					1	1							1	2		2	4		1,080	1,080	R. E. McCormack	46
1			1	8,000															1						Dorothy Ann Knox	47
4			4	27,422			3	3,234					1					2		5	3		4,800	5,760	Gerald L. Murray	48
3			3						1	3		2	1					4		3	3		350	350	Elmo Stevenson	49
																1	1								Earl E. Vossen	50
																	1								J. L. Franzen	51
2			2	$18,576													1	1	1	2	2		300	300	Mrs. A. C. McIntyre	52
30			30	948,392	6	171,805	17	19,014	3	13		1		1	2		7	59	20	4	4		1,800	1,800	Katherine E. Funk	53
5			5	230,977	1	14,600	1	1,500	1	1							2	10	1	10	9		4,206	4,206	Vernon Gilmore	54
1			1	2,975			1	4,900								1		1		4	5		390	390	Harold C. Davis	55
1			1						1				6		2		3	35	2						Nathan H. Kaufman	56
20			20	746,735	1	43,200	29	31,584	1	11	2					1	3	18	1			121,281		121,281	Irene Welty	57
16			16	$115,145						5							2	8		4	20		6,000	6,000	Robert H. Wolfe	58
																	1								Joseph N. Arthur	59
4			4						1	1								6		4	1				Mrs. De Witt Snodgrass	60
1			1	29,731																					Clara M. Kreider	61
			88																						Lloyd Miller	62
16			16	$245,691	2	18,655	7	32,352		5	1						1			6	1	50,000	3,000	53,000	Robert M. Schultz	63

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Penn.—Cont.														
1	Bradford	19,306	Parks Department and Playground Commission[19]		5									[5]372	M
2	Butler	23,568	City, School Board and Women's Club	4	4					312	1,263		1,263	[11]1,575	M
3	Canonsburg	12,558	Borough Council	6	3				305	1,993			4,240	6,538	M
4	Carlisle	12,596	School Board and Borough Council	7	6		5	6		308	1,124		1,124	1,432	M
5	Catasauqua	4,851	Board of Education	3	3					6,030	800	5,695	6,495	12,525	M
6	Cheltenham	15,731	Township Parks and Playgrounds Committee	3										4,700	M
7	Chester	59,164	Recreation Board and Department of Parks											[5]500	M
8	Clairton	15,201	Bureau of Recreation, Department of Public Affairs	1	1	1	9	59		2,258	2,897		2,897	[15]5,155	M
9	Clifton Helghts	5,057	Borough and W. P. A.	2	2										M
10	Coatesville	14,582	Department of Parks and Public Property	4	4				4,000	3,696	2,350	3,000	5,350	13,046	M
11	Connellsville	13,290	Recreation Board and W. P. A.	1			6	35	16,695	2,057	225	1,330	1,555	20,307	M
12	Crafton[89]	7,004	Recreation Committee	6	6				200		950	100	1,050	[11]1,250	M&P
13	Delaware County	280,264	Park and Recreation Board[90]	2					26,441	5,279	8,266		8,266	39,986	C
14	Dormont	13,190	Borough Council	1	1				2,000	4,800			5,500	12,300	M
15	Downingtown	4,548	Kerr Memorial Park and Board of Education	1	1					615	275	993	1,268	1,883	M
16	Easton	34,468	Department of Parks and Playgrounds	2					500	200	490	110	600	1,300	M
17	Erie	115,967	Bureau of Water	2						1,844			18,237	20,081	M
			Department of Parks and Public Property	2										[5]12,863	M
18	Greensburg	16,508	Playground Association	3	5					622	852	218	1,070	[11]1,692	M&P
19	Grove City	6,156	Borough Council		1		6								M
20	Hellertown	3,851	Park and Shade Tree Commission	1					8,320	3,569	884	2,561	3,445	15,334	M
21	Huntingdon	7,558	Borough Council	4	1					1,000	557		557	1,557	M
22	Kane	6,232	Parent-Teacher Association and Loyal Order of Moose	2					175	145	325		325	645	M&P
23	Kennett Square	6,825	Park and Recreation Board	1	1						325			500	M&P
24	Kutztown	2,841	Recreation Board and Volunteer Fire Company	2	3		1							4,000	M
25	Lancaster	59,949	Recreation and Playground Association	13	19	2	38	18		2,543	7,848	3,132	10,980	13,523	M&P
			Buchmiller Park Trustees											4,200	P
			Department of Parks and Public Property						4,822	3,326			9,764	17,912	M
26	Latrobe	10,644	Recreation Commission	1	4				229	660	670		670	1,559	M&P
27	Lebanon	25,561	Southeastern Playground Association	1	1				68	177	422		422	667	M
			Progressive Playground Association	1	1				275	122	425	100	525	922	M
28	Lewistown	13,357	Fifth Ward Playground Association	1						100	150		150	250	P
29	Lock Haven	9,668	Playground Association	1	5					390	500		500	890	M
30	Meadville	16,698	Recreation Commission	6	4				1,000	1,000	1,500	500	2,000	[14]4,000	M
31	Milton	8,552	Recreation Committee	2	1					58	216		216	274	M
32	Mohnton	1,824	Recreation Board	2	1			5		200	300	100	400	600	M
33	Monessen	20,268	City Council and Board of Education	6	4				100		1,000	75	1,075	1,175	M
34	Monongahela	8,675	Recreation Commission	1	1					2,000	301		301	2,301	M&P
35	Mount Joy	2,716	Rotary Club	2	1					56	200		200	256	M&P
36	Myerstown	2,593	Playground Association		2				100	100	100	50	150	350	M&P
37	New Kensington	23,002	School Board	3	1					51	472		472	523	M
38	Norristown	35,853	School Board	3	3					170	810		810	[1]980	M
39	Oil City	22,075	Recreation Board	2	3						901		901	991	M
40	Philadelphia	1,950,961	Bureau of Recreation, Department of Welfare	417	221	76				65,806	152,824	147,062	299,886	365,692	M
			Playground and Recreation Association	8	8	4	73	200		5,081	13,592	4,580	18,172	23,253	P
			Smith Memorial Playgrounds and Martin School Recreation Center	10	16	17	26			8,238	33,549	6,862	40,411	48,649	P
			Fairmount Park Commission[19]	34	16	5									M
41	Phoenixville	12,029	Recreation Commission	3	5					500	2,400	100	2,500	3,000	M
42	Pittsburgh	669,817	Bureau of Recreation, Department of Public Works	146	114	45		26	702,610	53,500	150,577	81,885	232,462	[1]988,572	M
			Bureau of Parks, Department of Public Works							10,000			40,000	50,000	M
			Board of Education	64	42					1,000	25,310	2,920	28,230	[5]29,230	M
			Soho Public Baths	1	1									1,590	M&P
43	Reading	111,171	Department of Public Playgrounds and Recreation[2]	49	53	6	186	1022	33,742	10,002	27,236	8,913	36,149	[17]89,893	M
44	Ridgway	6,313	Recreation Commission	2					50	125	250	20	270	445	P
45	Robesonia	1,468	Recreation Board	2	1					733	400		400	1,133	M&P
46	St. Marys	7,433	Boys' Club of St. Marys	3				1		48	1,233		1,233	1,281	P
47	Scranton	143,433	Bureau of Recreation, Department of Public Works	31	27	6	6	16	800	8,988	16,933	11,176	28,109	[13]37,897	M
48	Selingsgrove	2,797	Public Schools	2	1				250	41	263		263	554	M
			Community Center, Inc.					58		833				[1]833	M&P
49	Sharon	25,908	Youth Welfare Committee, Chamber of Commerce	2	2			6	492	441	610		610	1,543	M&P
50	Shillington	4,401	Recreation Board	2	1				350	50	450		450	850	M
51	Somerset	4,395	Lions Club	1	1		14	19	600	400	480	300	780	1,780	M&P
52	Souderton	3,857	Playground Association	4	1					850	600	400	1,000	1,850	M&P
53	Spring Grove	1,236	School District		3						68	25	93	93	M
54	Steelton	13,291	School Board	8	7						450	1,500	1,500	1,950	M
55	Sunbury	15,626	Kiwanis Club	1	2			4		210	140	252	252	602	P
56	Titusville	8,055	Playground Board	2			6			10	100	375	375	485	M
57	Warren	14,863	Park Commission	1	6						400	1,100	1,100	1,500	M
58	Washington	24,545	Playground Board	4	42									3,000	M

table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers												Emergency Service						
																			Paid Leaders		Expenditures			Source of Information	No. of City
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
	5			5							1								1	2						J. L. McCutcheon	1
	4			4	54,000					1								1		6						Ellis W. Love	2
	5			5	88,500	4	35,200				2								1	2	10	1		6,996	6,996	Cecil F. Barnes	3
	6			6	54,800					1	3									4						George P. Searight	4
	1			1				5	3,000		1								1	6						J. Russell Moat	5
	3			3							3								1	7						Harold C. Pike	6
	11			11							4				1				2	4	11	11				William P. Lear	7
	6			6	[8]82,519	4	48,955	2	7,410		2								1	3	25	31		11,892	11,892	Michael E. Wargo	8
		1		1						1	1	1							1	3	1					E. H. Barlow	9
1	5			6	84,729	1				1	4	1				[23]1		1	12	2	4	1		1,272	1,272	Chester Ash	10
	4			4	150,000	2	70,020	5			3	1		1					2		15	8		15,552	26,137	Tweed Stafford	11
		1		1	[8]3,576	1		4		1	1		2				1		6							H. A. Stauffer	12
1	1			2	[8]50,226															2	4	3	36,767	15,342	52,109	Carl H. Schmitt	13
																			1	2						F. A. Heakin	14
	1			1	11,400						1									4						John P. Noll	15
	2	1		3	50,000						5	1								1	2	3	3	780	780	Roy E. Zellers	16
											1	1							1							J. S. Dunwoody	17
										6	6	1			1	1		1	12	2						Gale H. Ross	a
	7			7	35,673																2	1				A. W. Leeking	18
	1			1						1	6								1	6	1	4				H. F. Smith	19
																			1							Paul Trumbower	20
	2			2	25,000						2								1	2	1					H. S. Donelson	21
	2			2	19,601			3	8,800		1									2		1	3	495	495	R. Russell Yost	22
	1			1	[8]13,510						1									1						Mrs. George Ladley	23
	1			1	15,232			1	600		1			1				1								Oscar L. Stein	24
	16			16	329,971	1	18,000	7	44,500		1									2	9	4		14,000	14,000	Grant D. Brandon	25
															1				10							John B. Kendig, Jr.	a
										3	2				1	[9]1			28							S. Warren Seldomridge	b
	4			4	46,080						1								2	1	4	1		600	600	H. I. Snyder	26
	1			1	14,574														2							Paul E. Kuhlman	27
	1			1	30,000	1	2,500												1							E. F. Frank	a
	1			1	9,182					1											1	1		125	125	Mrs. S. L. Allison	28
	4			4	29,572														6	1		5		104	104	Mrs. W. T. Betts	29
	4			4	120,000			1	3,300	1	1								5				10,000		10,000	E. L. Barnhart	30
	3			3	14,812					1	1						1		1	1	3			252	252	William McK. Wright	31
	1	2		3	9,662					1	1								3							Albert A. Werner	32
	10			10	83,250						4								3		5	2		1,050	1,050	Dr. A. John Goetz and Anthony Fiorill	33
	2			2				1			1								9	2	6	3		1,331	1,331	Mrs. Carl E. Gibson	34
	1			1	[8]4,136						1								4							Joseph D. Moore	35
	1			1	7,200						1								4	1					250	John T. Honker	36
	3			3	[8]17,500						1									1						Elizabeth Morgan	37
	5			5	31,500					1	1								6							Leroy Lewis	38
	4			4	23,880					1									4							N. A. Newton	39
				40	[9]27,675,843	19				43	38							37	40	13	63	25		8,761	8,761	Gertrude MacDougall	40
	7			7	[8]77,274	3	72,200				1									2	6	5					C. H. English	a
				3		2	[9]3227,291	1	58,102												6	4					Mrs. P. H. Valentine	b
	9			9	[8]410,958					2	38	7	1				3		163	1							Alan Corson	c
	4			4	24,946			1	640	1	2								7								John Magyar, Jr.	41
	87		6	110	[9]3,203,995	17				2	31		3					1	21	13	3	6	3					Louis C. Schroeder	42
										1																		
																	1		50	2						Ralph E. Griswold	a
	33			33	528,333			10	175,170	11	10						23		12							Harry B. Burns, M.D.	b
																	1									Mrs. Charles W. Houston	c
	32			32	[8]831,547	4	115,469	13	151,970	1	4							1	23	3	17	1	70,000	15,610	87,050	Thomas W. Lantz	43
	1			1	16,787																	2		350	350	William G. Blowers	44
	1			1	19,200					1	1								2							Richard M. Moll	45
	1			1	17,257																					Henry J. Brock	46
	12			14	[8]238,269	2	334,056	1	32,000	1	11							1	3	8	3	4	3	8,000	40,500	Warren C. Smith	47
								1				1								2						Mrs. Celia E. Marks	48
	2			2	2,649	1	20,879							1							1	2		2,800	2,800	Luther D. Grossman	a
	5			5																	13	10		1,524	1,892	Kenneth H. Collins	49
	1			1	19,750					1	1								4							Ruhl L. Heffner	50
	1			1	56,200	1	8,000			1	1								7	1	1			210	210	A. J. Kerin	51
	1			1	8,000						1	1						1	2							Floyd G. Frederick	52
	1			1	3,229																					J. Milton Swartz	53
	7			7	93,960					1	1															Fred Knuth	54
	1			1	4,500	2	900			1	1									1	2					Paul F. Keefer	55
	3			3	36,485						1										1	3		650	650	Henry Ott, Jr.	56
	5			5	41,261					1	4															M. L. Dougherty	57
	9			9	[8]33,600																					Ruth H. Ferrell	58

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Penn.—Cont.														
1	West Chester	12,325	Civic Association Recreation Council	4	....	....	5	19	.....	901	806	459	1,265	2,166	P
			Community Center[32]	4	4	6	2	55	.....	.....	.....	.....	.....	9,200	P
2	West Leesport	464	Recreation Board	1	1	....	3	10	100	4,000	500	500	1,000	5,100	M
3	West Reading	4,908	Board of Recreation	4	3	....	....	....	24,400	2,208	1,449	2,800	4,249	30,857	M
4	Wilkes-Barre and Wyoming Valley[96]	250,000	Playground and Recreation Association	14	13	3	....	116	50,000	.....	.....	.....	.....	63,351	M&P
5	Williamstown	2,958	Borough Council and Township Board of Supervisors	....	....	....	....	....	.....	.....	.....	.....	.....	945	M
6	Wyomissing	3,111	Playground Association	3	1	....	....	....	.....	2,886	824	971	1,795	4,681	M
7	York	55,254	Department of Recreation[2]	67	22	2	....	100	400	2,491	9,256	746	10,002	[1]12,893	M
			Crispus Attucks Association[32]	1	1	2	9	....	.....	.....	2,880	.....	.....	5,055	P
	Rhode Island														
8	Cumberland[97]	10,304	Post No. 14, American Legion	....	2	....	14	....	.....	100	300	.....	300	[1]400	M&P
9	Newport	27,612	Board of Recreation Commissioners	11	9	3	....	....	5,797	3,803	6,056	2,707	8,763	18,363	M
10	Providence	252,981	Board of Recreation	38	66	10	....	....	.....	8,000	22,331	.....	22,331	30,331	M
			Park Department[2]	3	2	3	....	....	.....	12,279	8,805	34,399	43,204	55,483	M
11	South Kingstown[98]	4,460	Neighborhood Guild and Recreation Commission	4	4	2	9	....	.....	2,375	7,408	.....	7,408	9,783	M&P
12	Westerly	10,997	School Board	1	1	....	....	....	.....	47	233	.....	233	280	M&P
	South Carolina														
13	Florence	14,774	Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	6,844	M
14	Greenville	29,154	Phillis Wheatley Association[32]	2	2	4	15	2	150	335	.....	.....	4,000	4,485	P
15	Greer	2,419	School Board	1	1	....	3	....	250	150	350	.....	350	750	M&P
16	Orangeburg	8,776	Playground Commission	....	6	1	....	....	.....	282	2,049	.....	2,049	2,331	M
	South Dakota														
17	Armour	1,008	Recreation Board	1	....	....	....	....	.....	130	120	.....	.....	250	M
18	Brookings	4,376	Board of Education and Community Organizations	4	3	....	8	....	.....	170	400	43	443	[5]613	M
19	Canton	2,270	Chamber of Commerce	1	....	....	1	1	.....	.....	.....	.....	.....	600	P
20	Lake Preston	1,009	City and Commercial Club	2	1	....	....	....	500	600	.....	.....	800	1,900	M&P
21	McIntosh	663	City Council	2	....	....	....	....	100	.....	200	.....	200	530	M&P
22	Pierre	3,659	Park Department	2	1	....	2	....	1,556	490	350	225	575	[12]2,621	M
23	Redfield	2,664	Kiwanis Club	2	1	....	....	....	.....	.....	.....	.....	.....	320	P
24	Sioux Falls	33,362	Recreation Center Committee	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
			Park Department[2]	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
25	Springfield	881	Recreation Board	2	....	....	....	....	.....	.....	.....	.....	.....	150	M
26	Tyndall	1,287	Park Committee	1	....	....	....	1	.....	200	.....	.....	135	335	M
27	Vermillion	2,850	Park Department[2]	4	2	....	7	....	1,500	2,000	1,420	200	1,620	[15]5,120	M
28	Watertown	10,214	City and W. P. A.	1	1	....	....	....	.....	1,725	800	1,125	1,925	3,650	M&P
			Park Board	1	....	....	....	....	.....	1,157	250	1,315	1,565	2,722	M
29	Wessington	564	City Council	2	....	....	14	....	287	165	60	35	95	[1]447	P
30	Woonsocket	1,108	City and Commercial Club	1	....	....	1	5	.....	.....	120	.....	.....	820	M
	Tennessee														
31	Johnson City	25,080	Board of Education	[40]	[40]	....	....	....	.....	.....	.....	.....	.....	.....	M
32	Kingsport	11,914	School Board	6	4	....	....	....	.....	450	1,280	60	1,340	[11]1,790	M
33	Knoxville	105,802	Welfare Department	1	1	2	389	50	.....	.....	.....	.....	.....	25,000	M
34	Memphis	253,143	Recreation Department, Park Commission	32	51	40	....	....	7,000	13,533	45,084	22,269	67,353	87,886	M
35	Nashville	153,866	Board of Park Commissioners	16	14	16	25	18	18,096	12,180	16,151	26,987	43,138	73,414	M
	Texas														
36	Amarillo	43,132	Park Department[19]	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
37	Austin	53,120	Recreation Department	63	29	13	42	317	15,538	21,326	37,212	18,111	55,323	[19]2,187	M
38	Beaumont	57,732	Department of Parks, Recreation and Aviation[19]	13	3	....	11	....	11,900	.....	.....	.....	.....	[5]11,900	M
			Barnwell Community Center[32]	....	1	1	11	....	112	215	600	82	682	1,009	P
39	Cleburne	11,539	Park Board[19]	4	1	....	4	1	.....	1,919	884	329	1,213	3,132	M
40	Corpus Christi	[100]65,000	Recreation Council	1	....	1	7	59	3,500	1,200	2,100	.....	2,100	6,800	M&
41	Dallas	260,475	Parks and Playgrounds Department[2]	22	38	23	110	50	.....	.....	.....	.....	.....	69,085	M
42	Del Rio	11,693	Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	400	M
43	Electra	6,712	Park Board	....	....	....	9	7	2,300	1,510	.....	.....	.....	3,810	M
44	El Paso	102,421	Recreation Department and Park Department[19]	10	....	3	20	200	1,000	4,000	3,500	1,000	4,500	[5]9,500	M
			Community Center	2	2	4	....	200	.....	6,000	5,500	2,000	7,500	13,500	P
45	Fort Worth	163,447	Recreation Department	49	46	13	113	37	8,667	36,804	19,456	23,664	43,120	88,591	M
46	Galveston	52,938	Recreation Department	1	....	1	70	....	2,450	4,642	.....	.....	15,974	23,066	M
47	Hamilton	2,084	City Council	2	1	....	....	....	.....	.....	350	.....	.....	550	M
48	Highland Park	12,622	Town Council	4	....	....	....	....	.....	2,646	1,113	313	1,426	4,072	M
49	Houston	292,352	Recreation Department[19]	39	20	19	....	114	151,250	6,234	32,673	3,720	36,393	[10][12]18,030	M
50	Lufkin	7,311	Park Department	2	....	1	12	1	.....	.....	.....	.....	.....	5,600	M
51	Mexia	6,579	Park Department	2	....	....	....	....	.....	.....	.....	.....	.....	520	M
52	Orange	7,913	City, Community Chest and W. P. A.	1	....	....	....	9	.....	525	.....	.....	1,268	[11]1,793	M&
53	Paris	15,649	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	1,500	M
54	Seguin	5,225	Recreation Department and City Council	7	2	3	9	6	3,860	4,021	4,461	6,152	10,613	18,494	M
55	Sherman	15,713	Park Department	8	3	....	5	....	.....	.....	.....	.....	.....	.....	M
56	Tyler	17,113	Park and Recreation Board	5	2	1	8	14	.....	.....	.....	.....	.....	16,736	M
57	University Park	4,200	Board of Park Commissioners and City	5	1	....	....	....	.....	.....	1,470	.....	.....	3,509	M
58	Waco	52,848	Department of Recreation[2]	15	4	6	8	9	.....	7,498	8,274	2,465	10,739	[11]8,237	M
59	Wichita Falls	43,690	Park Department	2	2	....	....	....	.....	7,310	2,510	4,148	6,658	13,968	M
	Utah														
60	American Fork	3,047	Recreation Board	1	1	....	12	....	400	100	750	.....	750	1,250	M
61	Brigham City	5,093	Recreation Department	4	2	....	....	....	4,625	1,195	1,435	.....	1,435	[17]7,255	M

table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers												Emergency Service					Source of Information	No. of City
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Paid Leaders		Expenditures				
																					Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
												[95]1														Clinton E. Moffett	1
	1			1	35,000	1	100,000			1	2								2		14	15		7,200	7,200	Everett W. Johnson	a
			1	1	65,000					1	1							1	3	1						Lloyd L. Clemens	2
	2			2						1	1							1	5	1						John H. Shaner	3
	30			30	1,865,568	1	4,500	20	65,000	4	35							1	26	4	47	50				Ruth E. Swezey	4
																		1			2					George E. Hoffman	5
	1		1	2	[8]40,000	1	2,500			2	2							1	7							A. W. Rank	6
	12			12	[8]222,552	1	2,555	5	7,500		1										4	5		1,135	1,135	Frances J. White	7
						1	32,960														3	1		3,032	3,032	Chester N. Hayes	a
	2			2	10,000					2	2							1	1	1						John T. McNulty	8
	3	5		8	127,278	3	35,042	1	600	1	1	1							11		9	5	30,362	4,946	37,287	Arthur Leland	9
19	7	7		33	[8]1,500,000	20		12		1	19									16	10			4,789	4,789	Henry J. Bishop	10
						1	50,000									1			38							Martin F. Noonan	a
2	5			7	[8]16,619	2	21,000			1		3							4			3				Emma H. Howe	11
	3			3	[8]33,041						3								4		5			700	700	W. H. Bacon	12
						1	9,360				1							1	3	1	2	2		1,860	1,860	David G. Adams	13
4	7	6		17	75,708	1	12,461			2	1			1					4		1	3		1,500	1,500	Mrs. Hattie Duckett	14
			6	6	31,000			6	2,800	1	2			1					2							William M. Albergotti	15
8				8		7					3								4		2	3				Mrs. Martha H. Zeigler	16
	2			2	13,500					1	1	1							2	1	2	1				Norris S. Aardappel	17
	4		2	6							1				1			1	2	1	4			1,156	1,156	C. B. Herreman	18
											1	1														A. N. Bragstad	19
			2	2		2				1	1		1					1	3		3	1				A. B. Maxam	20
	1			1				2			1							1	2		8	1	200	1,225	1,225	L. B. Pitts	21
	2			2	9,853	1		1	6,092		1	1		1				1	2	1	20			4,438	4,438	Thilmer Benson	22
	1			1	10,000			1	2,300			1									2	2		160	160	Oscar A. Haddorff	23
	6			6	36,000	2		1	25,000									1			12	4				Barney A. Boos	24
											1	3				1			6	2						Margit Arno	a
	1			1		1		1	1,976									1			2					Elizabeth FitzGerald	25
																		1								W. W. Byers	26
	6			6		2	600			1	2				1			1	2	1	1	1		200	200	E. A. Lenhart	27
	4			4	35,025	1	43,477	6	18,470	1	1	1							6		17	10		15,541	15,572	Robert L. Short	28
																1			5							M. Andrew	a
	2			2		1		5	1,341	1	1							1	1		1					F. D. Fitch	29
	1	2		3	2,200			1	900		1	1									3			330	330	F. D. Richards	30
	1			1	2,385																					C. E. Rogers	31
	3			3	126,677																					Paul R. Elliott	32
	15			15	72,241			16	52,983	1	7					1			17	2	14	12		19,228	19,228	Mrs. Kidd P. Warner	33
	7		20	27	1,405,371	5	316,700	16	88,202		9				[992]	[991]		[993]	46	20	6	11		14,373	16,997	Minnie M. Wagner	34
11	8			19	[6]1,968,553	10					16		2		3	1		16	45	1	22	15				J. Glenn Skinner	35
6				6												1		1	11		5	25				J. M. Barker	36
1	10			11	1,176,989	5	94,751	5	13,910		8	2				1		7	17	8	7	8	49,878	9,461	59,339	James A. Garrison	37
8	8			16	448,408	2	22,268				1				1			4	20	8	3	27	75,256	16,589	91,845	Frank L. Bertschler	38
1				1	89,243	1	1,973												1							Charles F. L. Graham	a
2			3	5	10,000	1	3,060											1	2	1	1	1				Mrs. H. D. McCoy	39
7	4			11	1,081,160			4	30,800	1		3							5		10	12	1,200	16,000	17,200	Hugh T. Henry	40
27	16			43	1,676,741	7	373,002			1	28	1				2		4	100	29	14	30		50,219	50,219	L. B. Houston	41
																		1		1						F. J. Schmidt	42
			4	4	198,000	1	58,200			1	1							1	4	1	1			1,200	6,060	E. W. Presson	43
18				18	2,733,667	1	7,650	16	38,029		4					[21]1		2			36	21	6,000	38,000	44,000	E. R. Bowman	44
						1	127,000																			J. R. Taylor	a
15	11			26	1,481,668	4	249,400			1	21	1				4		5	38	6	20	30	50,018	64,777	115,105	R. D. Evans	45
5	1			6	541,208	3	24,295			1	3	1				1			10		4	8		7,392	7,392	Joe R. Greenan	46
																		1								J. T. Chesley	47
																		1	6	1						Roderic B. Thomas	48
8	1		10	19	[8]812,598	15		3	1,153		6		7					3	37	1	57	47	123,750	47,698	171,448	Corinne Fonde	49
2	1	3		6	116,800	1				1		1							4		7	8	8,400	3,600	12,040	C. L. Stine	50
																		[23]1		1						Howard F. Mace	51
4				4	120,000	2	15,000	5	138,000										2		5	14		3,642	3,642	Orell G. Thomen	52
																		1	6	1						W. F. Hicks	53
2	2			4	155,958	5	135,065	4	7,273						1			3	2	3						Clarence E. Saegert	54
7	1			8	746,808	1		1		1								1	4	3	9	8		7,887	7,887	W. Morgan Works	55
9	2	3		14	1,061,271	1		7			4		1						6	1	20	23			17,923	R. Foster Blaisdell	56
																		1	6							Ralph Stamps	57
13				13	228,937	1	60,800				4					1		1	14	7	15	15		14,531	14,531	Ralph H. Schulze	58
9				9	197,373	2	16,964				2					1			21	2	21	14				Frank Collier	59
	3			3		2		3	800		2			4					6		2	2		2,880	2,880	Leo B. Nelson	60
	3			3	78,375			1	11,000		1						1	1	4		3			489	489	Vernal J. Harris	61

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Utah—Cont.														
1	Garland	824	City of Garland	1	1	....	2	....	.....	.....	250	100	350	[1]375	M
2	Logan	9,979	City, School Board and W. P. A.	4	8	....	8	16	201	.....	694	.....	694	2,432	M
3	Manti	2,200	City of Manti	3	....	....	2	8	3,505	275	.....	.....	1,275	5,055	M
4	Murray	5,172	City of Murray	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
5	Ogden	40,272	Recreation Council, Park Department	14	12	....	14	....	19,000	1,000	4,000	2,000	6,000	[1]26,000	M
6	Orem	1,915	Sharon's Cooperative Educational Recreational Association	3	1	....	2	72	.....	7,362	800	300	1,100	8,462	M
7	Payson	3,045	Recreation Department[2]	2	3	....	33	....	1,137	1,625	820	.....	820	[1]3,582	M
8	Price	4,084	Recreation Department	2	2	....	1	2	.....	713	1,196	.....	1,196	[1]1,909	M
9	Provo	14,766	Recreation Department, School Board and W. P. A.	8	12	....	....	....	7,025	3,929	2,989	882	3,871	[1]14,825	M
10	Salt Lake City	140,267	Department of Parks and Public Property	15	20	1	....	12	10,422	.....	14,273	.....	.....	87,195	M
11	Tooele	5,135	Park Department	1	1	....	....	....	2,200	300	300	50	350	2,850	M
	Vermont														
12	Brattleboro	9,816	Bathing Beach, Inc., and Playground Committee	1	1	....	1	....	28	144	987	20	1,007	1,179	M&P
13	Morrisville	1,822	Copley Golf Club, Inc., and Village	....	....	....	10	....	.....	.....	.....	.....	.....	[5]1,200	M
14	Putney	835	Community Center, Inc.	....	1	....	10	80	325	694	800	150	950	1,969	P
15	Rutland	17,315	Parks and Playground Department and W. P. A.	3	1	....	....	....	.....	.....	.....	.....	.....	1,785	M
16	Springfield	6,955	Recreation Commission, Community House and City	1	1	....	....	14	500	1,006	276	3,900	4,176	[1]5,682	M&P
	Virginia														
17	Alexandria	24,149	Playground Department	3	10	....	....	....	750	800	2,250	.....	2,250	[1]3,800	M
18	Charlottesville	15,245	Recreation Department	....	2	2	....	50	379	1,581	2,135	.....	2,135	[1]4,095	M&P
19	Covington	6,538	Playground Committee	2	3	....	....	....	.....	183	867	135	1,002	1,185	M
20	Danville	22,247	Recreation Division, Department of Public Welfare	11	5	1	6	24	2,037	693	3,195	900	4,095	[1]6,825	M
21	Lynchburg	40,661	Recreation Department	4	11	7	3	....	5,750	.....	7,640	.....	.....	[1]23,246	M
22	Newport News	34,417	School Board	8	9	....	....	....	.....	1,100	4,000	.....	4,000	5,100	M
23	Petersburg	28,564	Recreation Department	12	3	....	....	....	500	300	1,800	.....	1,800	2,600	M
24	Richmond	189,929	Community Recreation Association[103] Bureau of Parks and Recreation, Department of Public Works Colored Recreation Association	20 20 1	14 60 2	2 10 2	6 25	 3	.....	3,538 14,500 3,655	5,445 32,000 3,748	5,889 7,000 1,462	11,334 39,000 5,210	[1]14,872 85,500 8,865	P M P
25	Roanoke	69,206	Department of Recreation	48	12	1	7	75	.....	3,385	7,785	258	8,043	11,428	M
26	Salem	4,833	Town Council	2	....	....	13	....	5,453	1,306	455	.....	455	7,214	M
27	Suffolk	10,271	Board of Education	....	1	....	7	....	10,541	883	300	2	302	11,726	M
28	Williamsburg	3,778	School Board	1	....	....	....	....	225	200	100	.....	100	525	P
	Washington														
29	Chehalis	4,907	Park Department	1	....	....	....	....	.....	.....	75	583	658	1,869	M
30	Clarkston	2,870	Chamber of Commerce	1	....	....	....	....	.....	.....	400	.....	400	[1]400	P
31	Ellenburg	4,621	Parks Department	3	2	....	....	....	.....	784	768	885	1,653	2,437	M
32	Everett	30,567	Chamber of Commerce, Park Board and W. P. A.	1	....	....	....	....	.....	115	300	.....	300	[5]415	M&P
33	Hoquiam	12,766	Park Board	1	....	....	....	....	8,000	.....	250	750	1,000	9,000	M
34	Olympia	11,733	Y. M. C. A. and Coordinating Council	4	....	....	2	12	.....	.....	.....	.....	.....	[5]580	M&P
35	Pasco	3,496	City, Kiwanis Club and Congregational Church	2	1	....	5	7	.....	550	400	.....	400	[1]950	M&P
36	Pullman	3,322	Kiwanis Club	2	2	....	....	....	.....	.....	940	.....	940	2,194	M
37	Seattle	365,583	Division of Playgrounds, Park Department[3]	19	13	22	....	12	33,560	.....	69,488	.....	.....	[1]278,514	M
38	Spokane	115,514	Park Board	44	15	1	....	....	5,182	29,041	30,115	13,605	43,720	77,943	M
39	Tacoma	106,817	Recreation Department, Metropolitan Park District	11	5	1	....	....	2,660	5,802	5,552	10,411	15,963	24,425	M
40	Toppenish	2,774	City Commission	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
41	Wenatchee	11,627	Department of Public Works	1	....	....	....	....	3,500	3,300	1,000	8,900	9,900	16,700	M
42	White Salmon	798	Columbia Union High School	1	....	....	....	....	.....	.....	.....	.....	.....	100	M
43	Yakima	22,101	Park Department	1	1	....	....	....	.....	.....	.....	.....	.....	3,967	M
	West Virginia														
44	Cameron	2,281	City Council	2	....	....	....	....	.....	.....	.....	.....	.....	15,000	M
45	Fairmont	23,159	Playground Association Water Department	12 1	8	....	....	5	.....	522	1,470	.....	1,470 2,006	1,992 2,862	P M
46	Follansbee	4,841	Park Commission	....	....	....	....	....	250	707	.....	1,287	1,287	2,244	M
47	Huntington	75,572	Lions Club	1	1	....	....	....	2,000	325	300	75	375	2,700	M&P
48	Monongalia Co.[104]	50,083	Recreation Council	5	....	....	34	61	.....	25	1,414	.....	1,414	[1]1,439	C
49	Parkersburg	29,623	Board of Recreation Department of Streets and Parks	1 1	1	1	9	5	.....	2,109 1,424	2,041 483	286 1,407	2,327 1,890	4,436 5,714	P M
50	Ravenswood	1,189	Town of Ravenswood	2	1	....	....	....	.....	.....	.....	.....	.....	685	M
51	Wheeling	61,659	Park Commission Oglebay Institute	14 19	 8	[11] 8	 9	 241	20,100	1,750 10,835	9,500 22,725	13,900 4,040	23,400 26,765	45,250 37,600	M P
52	Williamson	9,410	Kiwanis Club	2	....	....	....	....	.....	150	300	.....	300	450	P
	Wisconsin														
53	Beloit	23,611	Recreation Department	15	11	....	....	6	18,500	865	8,400	12,690	21,090	[1]40,455	M
54	Burlington	4,114	Park Commission	1	1	....	....	....	.....	.....	450	.....	450	4,975	M
55	Columbus	2,514	Firemen's Park Association	2	1	....	....	....	.....	.....	.....	.....	.....	4,053	M
56	Delavan	3,301	City and W. P. A.	1	....	....	....	....	.....	50	300	.....	300	350	M
57	Eau Claire	26,287	Board of Education and City Council	5	1	....	....	....	.....	859	2,100	300	2,400	3,259	M
58	Elkhorn	2,340	Park Committee	1	....	....	3	4	.....	95	250	.....	250	345	M&P
59	Fond du Lac	26,499	Board of Education Park Board	12 4	13 1	....	2	....	.....	.....	2,939	.....	.....	[1]9,256	M M

Table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service					Source of Information	No. of City
																				Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only												Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
1	...	...	1	$3,000	...	...	...	...	1	2	...	...	...	...	...	1	...	2	...	1	1	...	...	...	J. D. Gunderson	1
4	...	...	5	100,814	...	...	6	...	1	3	...	...	...	...	...	1	...	8	1	12	4	...	10,365	10,365	Glen Worthington	2
1	...	3	4	7,680	1	...	4	...	...	2	1	3	...	...	...	...	1	3	...	3	...	...	1,668	1,668	Virgil Decker	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	R. R. Rasmussen	4
18	...	...	18	264,500	1	4,200	9	...	2	6	...	1	2	1	...	...	2	13	3	12	4	21,000	1,500	22,500	Aaron Horne	5
1	...	...	1	$15,911	...	...	...	...	1	1	...	...	...	...	...	...	1	1	...	3	8	...	1,152	1,908	Victor C. Anderson	6
...	...	...	7	...	...	...	7	13,410	1	2	...	...	2	...	...	...	...	2	...	7	19	...	2,710	2,710	Stanley Wilson	7
2	...	...	2	10,300	2	6,300	1	1,200	...	2	...	...	...	...	...	...	...	...	...	3	2	...	1,720	1,720	Leland Young	8
3	...	...	3	75,000	...	...	1	50,000	...	1	...	...	...	1	...	...	1	9	2	8	17	11,798	9,726	40,964	Mrs. Phyllis R. Brown	9
20	...	...	20	494,537	3	...	6	4,320	...	4	...	...	...	3	...	1021	7	42	...	19	67	...	55,014	55,014	Jessie Schofield	10
2	1	...	4	...	1	...	1	3,500	1	2	...	...	...	...	...	...	1	6	1	3	2	...	...	...	Daniel H. Gillespie	11
1	...	...	1	8,000	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	7	2	...	158	158	Mrs. A. O. Brungardt	12
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	J. M. Kelley	13
1	...	1	2	...	1	5,514	...	...	...	1	...	...	...	...	...	...	1	1	...	1	1	...	1,251	1,251	Mrs. Esther J. Pratt	14
5	...	...	5	39,000	1	27,000	1	700	...	...	...	...	...	...	...	...	1	...	...	5	5	...	4,983	4,983	M. Elizabeth Howley	15
...	...	...	...	...	1	23,240	...	...	1	1	...	...	...	...	...	...	1	...	...	4	1	...	2,887	2,887	Mrs. F. S. Locke	16
9	...	...	9	115,060	...	...	...	...	1	4	...	...	...	...	...	...	1	9	1	...	...	...	...	...	Lucy Houston	17
6	...	...	6	22,425	2	47,379	...	...	...	...	...	...	...	...	...	...	...	15	1	9	9	...	4,330	4,586	Nan Crow	18
1	...	...	1	43,315	...	...	...	...	...	...	...	...	...	...	...	...	1	2	1	2	5	...	850	850	Shelburn Carmack	19
3	...	4	7	46,788	2	29,928	...	...	...	1	...	...	...	...	...	...	...	7	...	5	8	...	3,240	4,260	Alan L. Heil	20
7	...	...	14	366,538	4	64,081	...	...	1	5	...	...	...	...	...	...	4	15	1	2	7	...	8,050	8,050	Lloyd L. Howard	21
10	...	...	10	99,457	...	...	...	...	1	3	...	...	...	...	...	...	...	6	...	...	...	...	...	...	Charles E. Hoster	22
6	...	...	6	$111,000	2	...	3	...	1	3	1	...	...	...	...	...	1	9	4	2	5	...	...	...	R. C. Day	23
11	...	...	11	36,000	...	...	12	55,000	...	...	...	...	...	...	...	...	...	...	...	13	16	...	27,895	27,895	Claire McCarthy	24
...	...	34	34	1,227,118	...	...	13	104,394	...	12	...	...	...	...	...	...	2	60	2	1	18	23,500	15,000	48,500	P. N. Binford	a
2	...	...	2	63,190	1	98,262	3	810	...	...	...	1	...	...	...	...	...	1	...	22	30	...	...	...	Alice H. Harris	b
11	...	...	11	350,000	2	25,921	16	30,051	...	6	...	...	...	...	...	...	...	37	...	7	9	14,642	10,862	27,929	K. Mark Cowen	25
3	...	2	5	51,550	1	...	2	3,500	...	2	...	...	...	...	...	...	...	3	...	3	3	...	863	863	D. E. Denton	26
1	...	...	3	62,184	2	25,249	...	...	...	...	...	...	...	...	...	...	...	3	...	3	5	676	5,485	6,503	Grace W. Williams	27
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Rawls Byrd	28
1	...	...	1	16,200	...	...	...	...	1	7	1	...	...	...	...	...	...	2	1	2	...	...	264	264	Irene Anderson	29
1	1	...	2	...	...	...	2	...	...	1	1	...	...	1	...	...	...	4	1	7	3	...	2,000	2,000	Eldon F. Boyd	30
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	Fred F. Hofmann	31
6	...	...	6	170,640	...	...	15	18,000	1	3	3	...	...	...	...	...	...	10	1	14	7	...	10,238	11,128	Herbert K. Palmer	32
2	...	...	2	10,000	...	...	1	1,200	1	1	...	...	...	...	...	...	...	2	1	4	4	...	...	...	Chester M. Reese	33
5	...	...	5	2,000	...	...	...	...	1	3	...	1	...	...	...	1	...	3	...	4	3	...	500	500	Felix A. Mantell	34
2	...	...	4	30,000	...	...	2	2,400	...	...	1	...	...	...	...	...	...	3	2	4	2	...	2,200	2,200	Rev. Charles E. Sebold	35
1	...	...	1	7,669	...	...	...	...	...	1	...	...	...	...	...	...	1	...	1	...	...	...	...	...	J. Fred Bohler	36
15	...	...	27	1,073,122	9	569,359	12	293,020	...	21	10	1	1	1	2	...	...	96	9	22	15	237,035	51,616	301,433	Ben Evans	37
13	...	...	13	1,399,605	2	...	...	...	...	12	...	...	...	...	2	...	5	52	12	10	4	...	3,262	3,262	S. G. Witter	38
13	...	...	13	227,077	1	19,000	17	131,188	...	2	4	...	...	...	...	...	...	17	10	44	40	...	...	70,000	Alfred R. Hodges	39
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	Delmar Taylor	40
1	...	...	1	...	...	...	...	...	1	7	...	...	...	...	...	...	1	5	3	2	3	...	...	...	James Dunstan	41
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	...	...	...	147	C. F. Breneman	42
10	...	...	10	97,320	...	...	...	...	1	1	...	...	...	...	...	...	2	9	2	6	12	...	...	...	George W. Clark	43
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	1	...	...	12,172	E. W. Nowell	44
11	...	...	11	128,372	...	...	...	...	1	4	...	...	...	...	...	...	...	...	...	1	4	...	...	...	Patrick A. Tork	45
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	2	...	...	...	...	...	Joseph Hodges	a
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	Delmar Jenkins	46
1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. B. Trosper	47
22	...	...	22	55,566	1	7,200	20	90,651	...	...	...	...	...	...	...	...	...	1	...	14	5	...	6,110	7,346	Irene Spitz	48
5	...	1	6	61,187	1	22,566	5	9,229	...	2	...	...	...	...	...	...	...	5	...	13	6	...	10,761	10,761	Fred Conaway	49
...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	...	1	...	...	...	...	...	Earl Stephens	a
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	L. R. Tucker	50
...	...	...	...	...	2	...	...	...	...	2	...	...	2	1	1	...	2	7	...	...	...	80,000	800	80,800	H. P. Corcoran	51
...	...	...	...	...	...	...	1	4,600	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	Frank P. Sanders	a
2	...	...	2	17,000	...	...	...	...	...	1	...	...	...	...	...	1	...	3	...	...	...	...	...	...	E. G. Bias	52
7	...	...	7	108,675	...	...	4	40,568	1	3	...	...	...	...	1	...	1	11	...	5	1	167,500	6,240	173,740	Lawrence A. Kreuger	53
2	...	...	2	...	...	...	...	...	1	2	3	1	...	...	...	...	...	3	1	...	...	...	...	...	Louis H. Rein	54
...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	1	...	...	...	...	...	...	Ralph S. Pratt	55
...	...	3	3	12,600	1	12,000	...	...	...	2	...	...	...	...	...	...	...	2	...	2	1	...	2,264	3,114	Webb Schultz	56
7	...	...	7	72,391	...	...	...	...	...	6	2	...	...	...	...	...	...	9	...	13	3	...	2,590	2,590	A. M. Olson	57
1	...	...	1	2,600	...	...	...	...	1	2	1	...	...	...	...	...	...	3	...	1	1	...	200	200	E. E. Lawrence	58
5	14	...	19	$118,591	...	...	4	12,000	1	2	...	...	...	...	...	...	...	8	...	10	3	...	...	6,516	F. G. Kiesler	59
...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	1	4	1	...	...	...	...	...	Fred Frazier	a

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Wisconsin—Cont.														
1	Green Bay	37,415	Department of Recreation, Park Board	11	11	....	....	....	2,254	2,659	3,006	2,614	5,620	10,533	M
2	Greendale	2,279	Department of Adult Education and Recreation	2	....	....	29	111	.....	2,000	1,270	800	2,070	[14]4,070	M
3	Janesville	21,628	Department of Public Works	15	14	....	9	....	.....	.....	3,200	.....	.....	[15]15,600	M
4	Kaukauna	6,581	Common Council	5	1	....	....	....	.....	6,000	1,800	1,800	3,600	9,600	M
5	Kenosha	50,262	Department of Public Recreation, Board of Education	94	42	1	120	25	.....	3,256	10,803	1,643	12,446	15,702	M
			Department of Parks	3	....	....	....	....	29,544	15,874	3,116	12,908	16,024	[16]61,442	M
6	Kohler	1,748	Board of Education	1	2	....	....	....	.....	125	275	.....	275	400	M
7	La Crosse	39,614	Board of Education and Park Board	8	6	....	....	....	.....	.....	.....	.....	.....	18,745	M
8	Madison	57,899	Department of Recreation, Board of Education	15	6	1	....	....	.....	3,900	.....	.....	22,531	26,431	M
9	Manitowoc	22,963	Recreation Department[2]	1	5	1	5	22	.....	2,872	3,127	500	3,627	[16]6,500	M
10	Marathon County	70,629	County Park Department[2]	....	....	....	....	....	2,241	.....	.....	.....	.....	2,533	C
11	Marshfield	8,778	City of Marshfield	1	....	....	....	....	.....	861	300	1,271	1,571	2,432	M
12	Menasha	9,062	Park and Recreation Board	7	2	....	3	....	.....	300	1,600	.....	.....	[13]1,900	M
13	Milwaukee	578,249	Department of Recreation and Adult Education, School Board	494	230	39	....	....	7,500	87,817	290,534	168,607	459,141	554,458	M
			Playground Division, Department of Public Works	....	....	....	....	....	28,606	.....	.....	.....	.....	[18]28,606	M
14	Milwaukee Co.[105]	725,263	County Park Commission	33	....	33	....	....	93,397	87,485	73,666	159,662	233,328	414,210	C
15	Montreal	1,819	Athletic Board	4	1	....	1	....	3,100	2,700	2,400	1,545	3,945	9,745	M&P
16	Neenah	9,151	City Council and Red Cross	5	4	....	3	....	.....	.....	1,500	.....	.....	2,300	M&P
17	New London	4,661	Park and Recreation Board	2	....	....	....	....	500	655	480	610	1,090	2,245	M
18	Oshkosh	40,108	Department of Recreation, Board of Education	103	12	1	....	....	500	3,500	11,000	1,487	12,487	16,487	M
			Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	28,370	M
19	Park Falls	3,036	Recreation Council	7	2	....	2	....	.....	.....	.....	.....	.....	890	M
20	Port Washington	3,693	Recreation Board	1	....	....	....	....	500	1,200	300	.....	300	[12]2,000	M
21	Racine	67,542	Department of Parks and Recreation[2]	30	25	2	....	....	89,000	12,000	16,771	8,500	25,271	126,271	M
22	Reedsburg	2,967	School Board	1	1	....	....	....	.....	225	150	110	260	[14]85	M
23	Rhinelander	8,019	Board of Recreation and Park Department	2	1	1	....	....	.....	330	1,500	725	2,225	2,555	M&P
24	Rice Lake	5,177	Park Board	1	....	....	....	....	482	1,362	.....	.....	900	2,744	M
25	Sheboygan	39,251	Department of Public Recreation, Board of Education	36	11	1	104	137	.....	3,108	5,381	2,169	7,550	[10]10,658	M
			Park Division, Board of Public Works	....	....	....	....	....	2,335	1,782	.....	11,245	11,245	15,362	M
26	Shorewood	13,479	Board of Vocational and Adult Education and City	51	40	....	....	....	.....	9,702	13,057	2,033	15,090	24,792	M
27	South Milwaukee	10,706	Recreation Department, Board of Education	2	2	1	....	....	.....	1,118	1,558	679	2,237	3,355	M
28	Sparta	4,949	Council Committee	1	....	....	....	....	.....	823	150	200	350	1,173	M
29	Superior	36,113	Park Department[2]	2	....	....	....	....	240	1,838	600	11,411	12,011	14,089	M
			Recreation Department, Board of Education	1	....	1	11	....	.....	874	1,662	262	1,924	[12]2,798	M
30	Two Rivers	10,083	Department of Recreation[2]	9	4	3	....	....	1,209	7,533	5,868	7,728	13,596	[12]22,338	M
31	Waukesha	17,176	Recreation Board	5	4	....	....	37	.....	1,725	1,975	.....	1,975	3,700	M
32	Wausau	23,758	Recreation Committee, Y. M. C. A. and W. P. A.	3	....	....	....	....	.....	.....	.....	.....	.....	9,209	M&P
33	Wauwatosa	21,194	Extension Division, Board of Education	38	16	....	....	....	.....	2,943	4,980	5,252	10,232	13,175	M
34	West Allis	34,671	Department of Recreation, Board of Education	123	19	2	....	....	.....	7,289	13,340	7,825	21,165	28,454	M
35	West Bend	4,760	Athletic Commission	4	1	....	3	....	.....	.....	.....	.....	.....	.....	M
36	Whitefish Bay	5,362	Recreation Department, Board of Education	4	....	....	1	....	.....	660	935	500	1,435	2,095	M
37	Wisconsin Rapids	8,726	Board of Education and Park Board	5	1	....	....	....	.....	.....	1,500	.....	1,500	[5]1,500	M
	Wyoming														
38	Cheyenne	17,361	Board of Education, City, W. P. A. and N. Y. A.	13	3	....	22	14	5,419	.....	1,004	.....	.....	7,557	M&P
39	Lander	1,826	Town Council	....	1	....	....	....	.....	.....	.....	.....	.....	[5]500	M
40	Riverton	1,800	School District	2	1	....	2	....	1,500	600	1,600	400	2,000	[14]4,100	M
41	Sheridan	8,536	Community Boys Work and Community Girls Work	2	2	2	55	32	250	1,500	.....	.....	4,000	[15]5,750	P
	Hawaii														
42	Hilo	19,468	Recreation Committee, Chamber of Commerce	1	8	2	98	91	.....	1,720	3,280	.....	3,280	[15]5,000	M
43	Honolulu	137,000	Recreation Commission	18	21	5	600	9	.....	8,492	28,442	.....	28,442	[13]36,934	M
			Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	26,418	M
44	Kaunakakai, Molokai	4,500	Community Center, Inc.	4	2	2	55	100	4,087	5,331	4,257	2,011	6,268	15,686	M&P
45	County of Maui[107]	50,000	Alexander House Community Association	14	6	6	288	307	22,000	6,000	18,000	1,000	19,000	47,000	P
	CANADA														
	Alberta														
46	Calgary	84,000	Parks and Recreation Department	2	9	....	....	....	.....	.....	1,650	.....	.....	13,724	M
	British Columbia														
47	New Westminster	18,000	Board of Park Commissioners	[40]	[40]	....	....	....	.....	.....	.....	.....	.....	.....	M
48	Province of British Columbia[108]	694,263	Department of Education	53	62	25	30	150	.....	46,541	33,000	.....	33,000	79,541	Pr.
49	Victoria	39,000	Park Department[2]	1	....	....	....	....	3,400	2,000	400	6,000	6,400	11,800	M

table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers												Emergency Service							
																			Paid Leaders		Expenditures					
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total	Source of Information	No. of City
5	5	...	...	10	338,602	1	.....	...	.....	...	5	1	...	...	...	...	...	...	8	3	6	2	.....	1,600	1,600	E. H. Wilson	1
1	5	...	...	6	24,800	1	96,050	1	2,340	...	...	...	...	...	...	...	...	...	3	1	11	9	17,500	10,516	28,016	Charles A. Murdaugh	2
	9	...	...	9	197,358	...	.....	...	.....	1	2	1	...	...	1	...	...	...	12	4	6	2	.....	2,800	2,800	Pat Dawson	3
	1	...	...	1	.....	...	.....	1	.....	1	2	2	...	...	...	...	...	...	3	1	...	...	.....	.....	.....	Lester J. Brenzel	4
	10	6	...	16	304,686	2	26,400	8	242,950	...	...	...	...	...	...	1	...	...	...	...	41	28	.....	38,485	38,485	G. M. Phelan	5
	...	...	...	...	.....	...	.....	...	.....	1	4	3	...	...	1	...	...	...	15	...	...	...	73,454	.....	85,144	Floyd A. Carlson	a
	1	...	...	1	14,560	...	.....	...	.....	...	2	...	...	...	...	...	...	...	4	...	...	...	.....	.....	.....	Roy A. Ebben	6
	5	...	...	5	[8]51,516	...	.....	...	.....	...	2	1	...	...	...	...	...	1	8	1	...	...	.....	.....	.....	G. M. Wiley	7
	16	...	...	16	245,306	...	.....	9	.....	1	3	6	...	1	1	1	...	...	35	...	...	...	.....	.....	.....	H. C. Thompson	8
	9	...	...	9	107,430	2	22,846	10	54,340	...	2	...	...	...	...	...	...	...	22	...	22	2	.....	8,600	8,600	L. J. Mangin	9
	1	...	...	1	5,823	1	1,523	...	.....	...	1	2	...	...	...	...	...	...	...	1	1	...	.....	888	888	I. S. Horgen	10
	...	...	...	...	.....	...	.....	...	.....	1	1	...	...	...	...	...	1	2	1	...	...	...	.....	.....	.....	Elmer H. Olson	11
	3	...	3	6	18,000	1	.....	3	.....	...	3	2	...	...	...	...	1	2	4	2	1	2	.....	.....	1,251	K. E. Carrick	12
2	22	...	28	72	5,332,358	5	1,025,593	44	81,497	1	14	...	3	...	...	...	1	...	73	9	22	7	.....	27,360	34,856	Dorothy Enderis	13
	...	...	...	...	.....	...	.....	...	.....	1	13	...	...	...	...	7	...	...	...	...	...	...	363,161	.....	363,161	Gilbert Clegg	a
	25	...	...	25	828,089	29	268,893	...	.....	1	21	7	...	...	1	5	...	5	122	5	32	3	.....	36,600	[5]36,600	Donald Griffin	14
	3	...	1	4	20,352	1	33,400	...	.....	1	1	...	...	...	...	...	...	...	3	...	2	3	.....	.....	2,840	Glenn H. Stevens	15
	3	...	1	4	32,500	...	.....	3	15,000	1	1	1	...	...	...	...	...	...	13	2	...	...	.....	.....	.....	Armin H. Gerhardt	16
	3	...	...	3	19,954	...	.....	1	1,081	...	1	...	...	...	...	...	...	1	1	1	2	1	.....	730	775	R. M. Shortell	17
	...	...	33	33	152,700	1	28,750	5	115,675	1	...	[10]63	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	R. C. Miller	18
	...	...	...	...	.....	...	.....	...	.....	...	4	...	...	...	...	1	...	...	7	1	...	...	.....	.....	.....	Charles F. Nolan	a
	...	...	2	2	.....	1	1,500	1	500	...	1	1	...	...	1	...	...	...	3	...	3	...	.....	.....	600	O. H. Robinson	19
	2	...	...	2	10,000	2	1,560	2	.....	1	1	2	1	...	...	...	...	1	3	...	6	1	.....	4,000	4,000	Clarence St. Peter	20
	14	...	...	14	196,000	4	75,000	6	18,500	1	7	2	...	...	2	1	...	1	17	2	...	...	62,000	.....	62,000	B. A. Solbraa	21
	1	...	...	1	7,000	...	.....	...	.....	...	1	...	...	...	...	...	...	1	4	...	1	1	.....	180	180	John R. Plenke	22
1	3	...	...	4	7,500	2	4,000	...	.....	...	1	1	...	...	...	...	...	...	4	...	3	1	.....	.....	5,000	T. M. Wardell	23
	1	...	...	1	.....	...	.....	...	.....	1	1	2	...	...	...	...	...	...	3	...	...	...	.....	.....	.....	T. G. Hoff	24
	8	...	...	8	177,609	...	.....	8	27,774	...	4	...	...	...	...	...	1	...	15	...	14	10	6,498	1,856	11,426	Harry J. Emigh	25
	...	...	...	...	.....	...	.....	...	.....	1	...	4	...	...	...	...	...	...	...	3	...	...	.....	.....	.....	Gordon Z. Raynor	a
	3	...	4	7	121,141	2	21,178	6	66,895	...	...	...	...	...	...	...	1	...	8	...	...	...	.....	.....	.....	Edith P. Hardike	26
1	4	...	...	8	40,000	...	.....	7	15,000	2	3	...	...	...	...	...	...	...	6	...	8	...	.....	10,000	10,000	Vernon F. Peak	27
	...	...	...	...	.....	...	.....	...	.....	1	1	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Harry L. Berkman	28
	...	...	...	...	.....	...	.....	...	.....	1	2	1	...	...	...	1	...	...	10	2	...	...	2,000	.....	7,000	Henry Levens	29
3	7	...	...	15	84,431	...	.....	14	131,150	...	1	...	...	...	...	...	...	...	3	...	19	10	.....	19,162	19,162	Joe T. Leszcynski	a
	...	...	3	6	99,315	1	109,408	3	20,273	...	1	1	...	...	...	...	1	...	13	3	6	...	.....	5,040	[5]5,040	Arthur Eckley	30
	5	...	...	5	90,802	...	.....	4	2,840	...	2	1	...	...	...	...	...	[23]1	12	2	11	1	.....	2,977	2,977	Earl A. Lockman	31
	12	...	...	12	72,420	...	.....	9	67,200	...	6	...	...	...	...	...	...	1	15	3	15	...	.....	13,649	13,649	I. S. Horgen	32
	6	...	...	6	81,512	...	.....	4	43,980	1	...	...	...	...	...	...	1	...	8	...	13	7	.....	14,400	14,400	Thomas B. Greenwill	33
4	7	...	...	10	438,962	...	.....	8	136,468	1	3	...	...	...	...	...	1	...	7	2	119	38	.....	54,600	54,600	Fred W. Zirkel	34
	1	2	...	3	.....	2	.....	1	1,000	1	2	1	...	1	...	...	...	...	9	1	...	...	.....	.....	.....	Roy T. Grignon	35
6	1	...	...	4	80,000	...	.....	2	3,000	3	1	2	...	...	...	...	...	...	15	...	6	1	.....	7,200	7,200	C. A. Wangerin	36
7	2	...	...	2	[8]15,000	...	.....	...	.....	1	1	...	...	...	...	...	...	1	6	...	...	...	.....	.....	.....	J. A. Torresani	37
3	10	...	...	18	.....	1	.....	2	.....	1	4	1	...	...	[23]1	[23]1	1	...	2	1	21	24	.....	4,250	4,650	J. L. Goins	38
	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	[23]1	...	...	...	1	2	1	...	1	.....	225	900	L. A. Crofts	39
	1	2	...	3	.....	1	.....	3	.....	1	1	...	...	...	...	...	...	1	2	1	...	...	.....	.....	.....	John O. Goodman	40
	4	3	...	7	[8]16,700	...	.....	12	30,450	1	1	...	...	1	...	...	...	...	6	1	4	4	.....	4,445	4,445	H. L. Rowe	41
2	7	...	...	9	42,280	1	6,735	4	4,432	1	4	...	...	...	...	...	...	1	4	...	3	3	.....	1,200	1,200	Toma Tasaki	42
0	...	1	...	31	1,768,389	3	49,877	1	3,920	...	...	...	...	1	...	...	...	...	...	...	40	16	.....	19,637	19,637	Arthur K. Powlison	43
	...	...	...	...	.....	...	.....	...	.....	...	12	16	...	...	1	...	...	...	21	1	...	...	.....	.....	.....	J. E. Lyons	a
3	...	...	...	3	12,373	1	66,938	2	4,937	...	1	1	1	...	...	...	...	...	2	1	...	...	.....	.....	.....	Walter E. Judd	44
	10	...	3	13	.....	10	.....	...	.....	4	20	...	...	...	...	...	...	3	24	...	1	1	.....	500	500	E. L. Damkroger	45
	11	...	...	11	[8]81,279	...	.....	...	.....	1	19	...	...	...	[21]1	...	...	...	4	...	...	...	.....	2,135	2,135	William R. Reader	46
	3	...	...	3	.....	3	.....	...	.....	1	3	...	...	...	...	...	...	2	8	2	...	...	.....	.....	.....	E. K. Ross	47
	...	...	...	...	.....	...	.....	174	364,969	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Ian Eisenhardt	48
	...	...	...	...	.....	...	.....	...	.....	2	2	1	...	...	...	...	...	...	12	2	...	...	.....	.....	7,000	W. H. Warren	49

No. of City	STATE AND CITY	Population*	Managing Authority	Paid Recreation Leadership (Not Including Emergency Workers)			Volunteer Workers		Expenditures Last Fiscal Year (Not Including Emergency Funds)						Sources of Financial Support †
				No. of Men	No. of Women	No. Employed Year Round	Activity Leaders	Others	Land, Buildings, Permanent Improvements	Upkeep, Rent, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For All Other Personal Services	Salaries and Wages: Total	Grand Total	
	Manitoba														
1	Winnipeg	218,000	Public Parks Board	9	9	....	....	....	.....	47,999	8,704	32,146	40,850	88,849	M
	Ontario														
2	Cornwall	12,000	Athletic Commission	3	....	3	....	2	3,000	.....	.....	.....	.....	8,500	M
3	Fort William	26,277	Property Committee, City Council	1	....	....	....	....	.....	.....	.....	.....	.....	800	M
4	Hamilton	155,547	Playground and Recreation Commission	19	18	1	....	11	1,176	2,680	9,227	350	9,577	13,433	M
			Board of Park Management	2	....	2	....	....	.....	5,000	2,812	17,188	20,000	25,000	M
5	Kitchener	32,000	School Board	14	14	....	....	....	.....	700	2,200	100	2,300	3,000	M
			Board of Park Management	4	....	....	....	....	.....	.....	.....	.....	.....	6,842	M
6	Ottawa	127,000	Playgrounds Department[2]	31	18	3	....	....	909	24,427	18,092	15,142	33,234	58,570	M
7	Port Arthur	20,000	Board of Park Management[19]	6	....	....	....	....	2,000	8,000	2,000	1,000	3,000	13,000	M
8	Toronto	631,000	Parks Department	81	67	11	....	280	.....	.....	.....	.....	.....	[5]257,791	M
9	Windsor	63,000	Playground Association and Department of Parks	24	24	....	....	60	.....	.....	3,610	.....	.....	[10][9]25,890	M&
	Quebec														
10	Montreal	819,000	Parks and Playground Association, Inc.	7	20	3	26	28	.....	10,991	8,835	5,319	14,154	25,145	M&
			Recreation Department	176	27	125	....	....	3,000	59,633	152,160	122,200	274,360	336,993	M
11	Quebec	131,000	Playgrounds Association, Inc.	2	3	....	....	....	.....	748	475	517	992	1,740	M&
			L'Oeuvre des Terrains de Jeux, Inc.	30	13	....	....	287	1,941	6,925	3,352	7,567	10,919	19,785	M&
12	Westmount	26,000	Parks Department	3	3	1	6	18	.....	.....	3,826	.....	3,826	36,762	M
	Saskatchewan														
13	Moose Jaw	21,000	Recreation Committee, Parks Board	1	11	1	....	....	.....	1,185	1,944	642	2,586	3,771	M
14	Regina	53,209	Recreation Division, Parks Department	11	13	2	65	45	.....	1,918	4,819	.....	4,819	6,737	M
15	Saskatoon	43,000	Playgrounds Association	9	4	1	....	50	500	2,736	4,000	2,028	6,028	9,264	M

FOOTNOTES

† Under Sources of Financial Support, M—Municipal Funds; P—Private Funds; S—State Funds; C—County Funds; F—Federal Funds and Pr.—Province Funds.

* Population figures taken from the 1930 Federal Census.

1. This amount was supplemented by a contribution of another department or agency in the form of maintenance, heat, light or some other service.
2. This department is administered by a policy-making board.
3. Municipal golf course not operated by Department of Playgrounds and Recreation.
4. This report covers recreation service in Bouse, Dome, Gadsden, Quartsite, Roll, Salome, Somerton, Wellton and Yuma.
5. Expenditures data incomplete.
6. Includes participants at recreation buildings.
7. This report covers recreation service in Compton, Clearwater, Enterprise, Lynwood and Willowbrook.
8. Participants only.
9. Data not available.
10. This report covers recreation service in Alameda, Albany, Berkeley, Emeryville, Oakland, Piedmont and San Leandro.
11. Golf course manager.
12. This report covers recreation service in Arcadia, Artesia, Baldwin Park, Bassett, Bellflower, Belvedere, Clearwater, Downey, Duarte, Garvey, Lennox, Norwalk, Pico, Rosemead and Temple.
13. This report also covers recreation service in Altadena.
14. Appointed July 1, 1939.
15. This report covers recreation service in Cardiff, Ramona and Solana Beach.
16. Includes attendance at recreation buildings, athletic fields, tennis courts and softball diamonds.
17. Financial report covers year ending June 30, 1939.
18. This report covers recreation service in Camarillo, Montalvo, Moorpark, Ojai, Oxnard, Santa Paula, Saticoy, Simi and Ventura.
19. Attempts to verify certain information in this report were unsuccessful.
20. This report covers recreation service in Aguilar and Trinidad.
21. Includes a 27-hole golf course.
22. Represents attendance at two indoor centers only.
23. Leased to private operator.
24. Operated on permit basis by the Welfare and Recreation Association of Public Buildings and Grounds and other concessionnaires.
25. Employed August 1, 1939.
26. Represents attendance at one building only.
27. This report covers recreation service in Miami Beach.
28. Paid by both WPA and reporting agency.
29. Acts in an advisory capacity and serves as a liaison group between the public and private recreation agencies.
30. Represents the equivalent in full-time year-round service and is less than the number of different individuals who served as leaders.

Table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Camps—Day, Number	Camps—Other Organized, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service					Source of Information	No. of City
																				Paid Leaders		Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only												Number of Men	Number of Women	Land, Buildings, Permanent Improvements	Leadership	Total		
9	...	...	9	[8]104,982	...	...	...	...	1	3	...	...	...	...	2	2	1	55	10	...	...	...	...	...	Stan Walker	1
2	...	...	3	75,000	3	50,000	...	...	1	5	1	...	...	...	...	...	1	...	...	...	...	...	...	...	Joseph St. Denis	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	A. McNaughton	3
17	...	...	17	788,342	1	2,400	...	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	John J. Syme	4
...	...	...	...	...	...	...	...	...	1	9	...	...	...	...	1	1	...	23	...	...	...	...	...	...	F. Marshall	a
6	...	...	6	[8]117,138	...	...	6	...	1	1	...	...	...	...	...	...	...	2	4	...	...	...	...	...	Harold Ballantyne	5
...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	A. L. Hanenberg	a
16	...	...	16	[8]865,402	...	...	...	...	1	...	4	...	...	...	...	2	...	2	...	...	...	...	...	...	E. F. Morgan	6
2	...	2	4	140,000	...	...	...	...	1	1	1	...	...	1	1	...	2	1	1	...	...	...	...	...	W. V. McCamber	7
6 59	...	...	65	1,899,539	6	725,869	54	208,366	3	21	7	...	...	...	...	...	...	309	16	...	...	...	...	...	C. E. Chambers	8
17	...	...	17	[8]358,920	...	...	...	...	4	8	1	...	...	...	...	4	...	12	9	...	...	...	...	...	Angus Buchanan	9
10	...	...	10	505,918	...	...	1	16,126	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	William Bowie	10
5 ... 63	...	...	108	[10]9,737,153	23	1,148,572	...	...	3	11	1	...	...	...	1	18	16	60	...	...	...	9,161	...	9,161	Lucien Asselin	a
2	...	...	2	36,000	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	...	...	...	...	J. B. O'Regan	11
3	...	5	8	[8]12,500	...	...	...	...	...	1	...	...	...	...	...	...	5	6	13	...	...	...	...	...	Elzear Poitras	a
...	...	9	9	...	1	...	...	...	1	...	...	...	...	...	...	...	...	33	1	...	...	...	...	...	P. E. Jarmen	12
7	...	...	7	46,500	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	B. C. Crichton	13
13	...	2	15	337,331	...	...	3	65,273	...	...	1	...	...	...	[23]1	...	...	...	7	...	...	...	...	...	J. W. Gray	14
3	...	...	3	[8]51,590	...	...	...	...	...	1	...	...	...	...	...	...	1	...	3	...	...	...	...	...	Lloyd Kreutzwieser	15

31. This report covers major recreation facilities in Chicago, Lyons, Niles Center, Palatine, Palos Park, Leyden and Thornton Townships.
32. Maintains a program of community recreation for colored citizens.
33. Operated and maintained by the Board of Park Commissioners.
34. Employed four months by the Park Board and eight months by the Recreation Commission.
35. This report covers major recreation facilities in Durand, Harlem, Pecatonica, Rockton, Roscoe, Shirland and Winnebago Townships.
36. Includes $5,000 spent for rehabilitation due to flood damage.
37. This report covers recreation service in Elkhart, Goshen, Nappanee and Wakarusa.
38. This report covers recreation service in East Chicago, Hammond, Highland, Munster and Whiting.
39. This report also covers recreation service in Fontanet, New Goshen, North Terre Haute, Riley, Shepherdsville, and West Terre Haute.
40. The number of leaders employed was not reported.
41. The expenditure reported is for year ending April 1.
42. On April 1, 1939 this Commission was abolished and its work taken over by the Board of Park Commissioners.
43. Represents attendance at two recreation buildings only.
44. One of these is a 5-hole golf course.
45. Includes attendance at horseshoe courts, softball diamonds and other outdoor recreation facilities.
46. This report covers major recreation facilities in Arlington, Belmont, Boston, Braintree, Brookline, Cambridge, Canton, Chelsea, Cohasset, Dedham, Dover, Everett, Hingham, Hull, Lynn, Malden, Medford, Melrose, Milton, Nahant, Needham, Newton, Quincy, Revere, Saugus, Somerville, Stoneham, Swampscott, Wakefield, Waltham, Watertown, Wellesley, Weston, Westwood, Winchester, Winthrop and Woburn.
47. The work reported is a recreation program for youth.
48. Three additional leaders representing both men and women gave part-time recreation service but have been included in the Newton Recreation Department report.
49. This report covers recreation service in Channing, Iron Mountain, Norway, Quinnesec and Ralph.
50. Represents attendance at one indoor center only.
51. Promotes and operates a community-wide music program in cooperation with public schools, churches, industries and homes.
52. Does not include expenses for golf.
53. These workers also gave part-time service to the Recreation Commission.
54. This report covers recreation service in Hazel Park and Madison.
55. This report also covers recreation service in Carson Lake, Kelley Lake, Kerr, Mahoning, Morton, and Stuntz.
56. These workers were employed for short periods and personnel was changed frequently during the summer.
57. Represents attendance at 15 centers only.
58. This report includes services of the Bloomfield Youth Commission carried on by the Board of Recreation Commissioners.
59. Includes attendance at all activities except indoor centers.
60. Supervision provided by Recreation Commission.
61. This report covers recreation service in Belleville, Bloomfield, Caldwell, East Orange, Essex Fells, Irvington, Maplewood, Millburn, Montclair, Newark, Nutley, Orange, South Orange, Verona, and West Orange.
62. This report covers recreation service in Bayonne, Harrison, Hoboken, Jersey City, North Bergen and Union City as well as the entire county of Hudson.

63. Swimming pool manager.
64. Also see report listed as School District of South Orange and Maplewood.
65. Supervisor provided by the Community Service and included in that report.
66. Includes participants at indoor centers.
67. Appointed October 1, 1939.
68. This report covers recreation service in Paterson, Totowa, Wayne Township and West Paterson.
69. This report covers recreation service in Kenvil, Ledgewood, Port Morris and Succasunna.
70. This report covers recreation service in Cranford, Elizabeth, Garwood, Hillside, Kenilworth, Linden, Mountainside, New Providence, Plainfield, Rahway, Roselle, Roselle Park, Scotch Plains, Summit, Union and Westfield.
71. This report also covers recreation service in Harmon.
72. This report also covers recreation service in Elsmere and Slingerlands.
73. This report also covers recreation service in the villages of Bronxville and Tuckahoe.
74. This report also covers recreation service in North Elba.
75. This report covers recreation service in Brockport, East Rochester, Fairport and Irondequoit.
76. Estimated.
77. Represents both men and women.
78. This report covers major recreation facilities in Ardsley, Cortland, Harmon, Mount Vernon, New Rochelle, Rye, Scarsdale, Tarrytown, White Plains and Yonkers.
79. Includes a small portion of park maintenance expenses.
80. This report covers recreation service in Eureka, Fremont, Goldsboro, New Hope, Pikeville and Seven Springs.
81. Children's pools.
82. Represents expenditures for summer playground only.
83. This report covers major recreation facilities in Bedford, Berea, Brecksville, Euclid, Fairview, Hinckley Township, Lakewood, Parma, Rocky River, Royalton, and Strongsville.
84. This report covers recreation service in Bay Village, Bedford, Berea, Cleveland, Cleveland Heights, Dover, East Cleveland, Euclid, Garfield Heights, Gates Mills, Lakewood, Lyndhurst, Mayfield Heights, Olmsted Falls, Orange Township, Parma, Rocky River, South Euclid, and Strongsville.
85. This report covers recreation service in Addyston, Blue Ash, Cleves, Colerain Township, Deer Park, Elmwood Place, Glendale, Lockland, Loveland, Madeira, Mariemont, Montgomery, Mt. Healthy, Newtown, North Bend, North College Hill, Reading, St. Bernard, Sycamore Township, and Wyoming.
86. Represents attendance of participants during summer months only.
87. This report covers major recreation facilities in Broughton, McCardles, and Snowden.
88. The number of playgrounds and other facilities not reported.
89. This report also covers recreation service in Crafton and Ingram.
90. In addition to operating and maintaining its own facilities, this board also serves local park and recreation authorities in Delaware County.
91. 12-hole golf course.
92. Includes participants at the playgrounds and 18 recreation buildings.
93. Includes participants at the three playgrounds.
94. Includes attendance of 1,968,697 at 17 playground buildings.
95. Privately owned but supervised and financed by the Civic Association Recreation Council.
96. This report also covers recreation service in Georgetown, Larksville, Lee Park, Midvale, Plains, Plymouth, Sugar Notch, Warrior Run, and Wilkes-Barre.
97. This report also covers recreation service in the villages of Berkeley and Lansdale.
98. This report also covers recreation service in Kingston, Mantanuck, Peace Dale, Wakefield, and West Kingston.
99. These facilities are not operated by the Recreation Department and expenditures for them are not included in the total expenditures reported.
100. Population as listed in City Directory.
101. $24,153 of this amount was not classified as to object.
102. Operated by Finance Department at a cost of $29,240 which is included in the total expenditures.
103. This report covers recreation service in Glen Allen, Glen Echo, Highland Springs, Laurel, Longdale, Richmond, Sandston, Westhampton, and Woodville.
104. This report covers recreation service in Blacksville, Cassville, Dellslow, Halleck, Jere, National, Osage, Pursglove, Riverside, Star City, Suncrest, Wana and Westover.
105. This report covers major recreation facilities in Cudahy, Milwaukee, North Milwaukee, Shorewood, South Milwaukee, Wauwatosa, West Allis, and Whitefish Bay.
106. These beaches were operated jointly by the Park Board and Board of Education.
107. This report covers recreation service in Haiku, Hamakuapoko, Hana, Honokohua, Kaanapali, Kahana, Kahului, Kailua, Keahua, Keanae, Kihei, Lahaina, Makawao, Olowalu, Paia, Pauwela, Puunene, Spreckelsville, Waihee and Wailuku.
108. This report covers recreation service in Abbotsford, Agassiz, Aldergrove, Armstrong, Atchelitz, Bisco, Bradner, Camp River, Capilano, Capitol Hill, Castlegar, Chemainus, Chilliwack, Cloverdale, Comox, Coquitlam, County Line, Courtenay, Cowichan Lake, Cumberland, Duncan, East Chilliwack, East Kelowna, Fairfield Island, Gratham, Hammond, Haney, Harrison Mills, Hope, Jubilee, Kamloops, Kelowna, Ladner, Ladysmith, Lake Hill, Lochiel, Lynn Valley, Malahat, Matsqui, Mission, Mt. Lehman, Nanaimo, Nelson, New Westminster, North Vancouver, Okanagan Mission, Peachland, Peardonville, Penticton, Pitt Meadows, Poplar, Port Moody, Prince George, Richmond, Rosedale, Rossland, Sooke, Trail, Vancouver, Vernon, Victoria, Webster's Corner, Westbank, West Summerland, West Vancouver, Whonnock, Willoughby, Yale and Youbou.
109. Includes expenditures for recreation by the Board of Education.
110. Includes participants at the skating rinks.

Emergency Recreation Service in 1939

DURING 1939 the Works Progress Administration and the National Youth Administration made possible recreation service in a large number of communities throughout the country. No attempt has been made to secure reports of this service for the RECREATION YEAR BOOK. Thirty-one cities, however, submitted reports of recreation work which they carried on in 1939 through the use of emergency funds. Because of their cooperation in submitting reports, the service is briefly recorded here.

A total of 1,052 persons — 520 men and 532 women — paid from emergency funds was reported as having served as recreation leaders in these localities. A total of 507 volunteer leaders was also reported. The amount spent for leadership from emergency funds in 22 of these localities totalled $257,089.

Among the facilities provided in these 31 cities were: 178 outdoor playgrounds, 40 recreation buildings, and 120 indoor recreation centers conducted under leadership, 9 athletic fields, 28 baseball diamonds, 8 bathing beaches, 1 indoor and 8 outdoor swimming pools, 80 tennis courts, and 16 wading pools.

Twenty-five localities reported expenditures from emergency funds totaling $346,854. Local funds totaling $62,413 were raised to supplement the funds made available from emergency sources.

The following is a list of the localities from which these emergency reports were received.

Alabama
- Mobile
- Tuscaloosa

California
- Eureka
- Redding
- Santa Rosa
- South Gate

Colorado
- Gunnison
- Mount Harris

Connecticut
- South Norwalk

Illinois
- Chicago Heights*
- Rockford*

Iowa
- Fort Dodge
- Grinnell*

Kentucky
- Harlan

Massachusetts
- Chelsea
- Swampscott

Michigan
- Ionia

Minnesota
- Breckenridge
- Hawley

Montana
- Laurel
- Miles City
- Three Forks

Nebraska
- Norfolk
- North Platte

New York
- Elmsford

North Dakota
- Minot*

Ohio
- Coshocton

Pennsylvania
- Renovo

South Dakota
- Aberdeen

Tennessee
- Humboldt

Wisconsin
- Tomahawk

* In these cities, agencies providing recreation service financed from local funds were also reported.

The Service of the National Recreation Movement in 1939

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733 cities in **47** states were given personal service through the visits of field workers.

1,197 local leaders were given special training in recreation skills, methods, program, and the philosophy of the recreation movement at seven four-weeks' institutes. Nature recreation, arts and crafts, music, drama, social recreation and games, organization and administration, and recreation for girls and women were stressed.

38 cities were given personal field service by the Bureau of Colored Work. Some time was given to training, and a conference of colored workers was held in Raleigh, North Carolina.

33 cities were visited by the Katherine F. Barker Memorial Secretary on Recreation for Girls and Women. The secretary also gave courses at four major institutes. **2,076** women recreation leaders were enrolled in the training sessions conducted.

48 institutions for children and the aged in **5** states were visited by the Field Secretary on Play in Institutions.

13,338 boys and girls in **379** cities received badges, emblems, or certificates for passing the Association's athletic and swimming badge tests.

5,445 individuals attended the **92** institutes conducted by the Rural Recreation Service in cooperation with the Extension Service of the United States Department of Agriculture.

42 states received personal service from the representative of the National Physical Education Service, who visited **74** cities. Through correspondence, consultation, and the monthly News Letter, **47** states and the District of Columbia were served.

6,654 different communities in the United States and in **35** foreign countries received help and advice on recreation problems through the Correspondence and Consultation Bureau. Approximately **32,000** letters were handled by the Bureau. **5,213** individuals called at the office for personal consultation.

1,324 delegates from **353** cities in **37** states and **8** representatives from Canada attended the Twenty-Fourth National Recreation Congress held at Boston, Massachusetts, October 9-13, 1939.

1,655 cities and towns, **46** of them in foreign countries, received RECREATION, the monthly magazine of the movement—an increase of **103** over 1938.

2,294 individuals in **944** communities received the bulletins issued by the Association. Books, booklets, pamphlets, and leaflets were published on various subjects in the recreation field.

National Recreation Association

Incorporated

FINANCIAL STATEMENT

January 1, 1939 through December 31, 1939

General Fund Balance December 31, 1938		$ 16,682.61*
INCOME		
Contributions	$143,479.28	
Contributions for Specific Work	3,124.06	
Interest and Dividends on Securities	15,149.14	
Recreation Sales, Subscription and Advertising	9,438.96	
Badge Sales	1,000.93	
Special Publication Sales	16,627.55	
National Recreation Congress 1938	1,800.00	
National Recreation Congress 1939	7,209.30	197,829.22
		$214,511.83
EXPENDITURES		
Community Recreation Field Service	$117,319.05	
Field Service to Colored Communities	8,019.96	
National Physical Education Service	10,929.73	
Correspondence and Consultation Bureau	20,764.51	
Publications and Bulletin Service	13,437.11	
Recreation	14,437.52	
Recreation Congress	11,066.98	
Apprenticeship Fellowship	3,877.09**	
Play in Institutions	5,769.54	205,621.49
General Fund Balance December 31, 1939		$ 8,890.34
KATHERINE F. BARKER MEMORIAL		
Balance December 31, 1938	$ 5,481.04	
Receipts to December 31, 1939		
Contributions	$8,000.00	
Book Sales	186.00	
National Physical Achievement Standard for Girls	54.80	
Contributions for Specific Work	117.09	
	8,357.89	
	$ 13,838.93	
Expenditures to December 31, 1939		
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Girls and and Women	5,812.87	
District Field Work	3,000.00	
	8,812.87	$ 5,026.06

* Of this amount $15,000.00 borrowed from Emergency Reserve Fund—September 1938—$5,000.00, and December 1938—$10,000.00

** Of this amount $1,884.14 from the Henry Strong Denison Fund

MASSACHUSETTS PROJECT FOR CONSERVING STANDARDS OF CITIZENSHIP		
Balance December 31, 1938	.....	.....
Receipts to December 31, 1939		
Contributions	$ 875.00	
Expenditures to December 31, 1939	875.00	.....

RECAPITULATION

BALANCES December 31, 1938		
General Fund	$ 16,682.61	
Katherine F. Barker Memorial	5,481.04	$ 22,163.65
INCOME to December 31, 1939		
General Fund	$197,829.22	
Katherine F. Barker Memorial	8,357.89	
Massachusetts Project for Conserving Standards of Citizenship	875.00	207,062.11
		$229,225.76
EXPENDITURES to December 31, 1939		
General Fund	$205,621.49	
Katherine F. Barker Memorial	8,812.87	
Massachusetts Project for Conserving Standards of Citizenship	875.00	215,309.36
		$ 13,916.40
BALANCES December 31, 1939		
General Fund	$ 8,890.34	
Katherine F. Barker Memorial	5,026.06	$ 13,916.40
ENDOWMENT AND RESERVE FUNDS		
Special Fund (Action of 1910)	$ 25,000.00	
Lucy Tudor Hillyer Fund	5,000.00	
Emil C. Bondy Fund	1,000.00	
George L. Sands Fund	$12,742.72	
Received in 1939	200.00	
	12,942.72	
"In Memory of J. I. Lamprecht"	3,000.00	
"In Memory of Barney May"	2,500.00	
"In Memory of Waldo E. Forbes"	1,403.02	
Frances Ross Poley Memorial Fund (Restricted)	6,167.72	
Ellen Mills Borne Fund	3,000.00	
Other Gifts	175.00	
C. H. T. Endowment Fund	500.00	
Frances Mooney Fund	1,000.00	
Sarah Newlin Fund	500.00	
"In Memory of William Simes"	2,000.00	
"In Memory of J. R. Jr."	250.00	
Frances R. Morse Fund	2,000.00	
Emergency Reserve Fund	140,000.00	
Loss and Gain on Sale of Securities	10,802.53	

Ella Van Peyma Fund		$ 500.00	
Nettie G. Naumburg Fund		2,000.00	
"In Memory of William J. Matheson"		5,000.00	
Alice B. P. Hannahs Fund		1,400.00	
"In Memory of Daniel Guggenheim"		1,000.00	
"In Memory of Alfred W. Heinsheimer"		5,000.00	
Nellie L. Coleman Fund		100.00	
Elizabeth B. Kelsey Fund		500.00	
Sarah Fuller Smith Fund		3,000.00	
Annie L. Sears Fund		2,000.00	
John Markle Fund		50,000.00	
Katherine C. Husband Fund		884.55	
Leilla S. Kilbourne Fund	$3,750.00		
Received in 1939	625.00		
		4,375.00	
Ella Strong Denison Fund		200.00	
Annie M. Lawrence Fund	930.73		
Received in 1939	30.00		
		960.73	
Frederick Mc'Owen Fund		1,000.00	
Clarence M. Clark Fund		50,662.20	
John G. Wartman Fund		500.00	
"In Memory of Joseph Lee"		1,025.00	
"In Memory of Seaman F. Northrup"		500.00	
Henry Strong Denison Fund		50,000.00	
Received in 1939			
EMF Fund		500.00	$398,348.47

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31, 1939 and certify that in my opinion the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period.

(Signed) J. F. CALVERT,
Certified Public Accountant.

Form of Bequest

I hereby give and bequeath to the National Recreation Association Incorporated, New York, N. Y., the sum of.....dollars to be applied to the uses and work of said Association.

Signed.....

Date.....

Gifts and bequests deductible in accordance with Federal tax laws.

National Recreation Association

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315 Fourth Avenue, New York City

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Recreation Under Present World Conditions

THE PLACE of recreation under present world conditions must be faced. What is the responsibility of recreation? How is this to be met? What means are to be employed? All this must be faced carefully, cooperatively, and with the spirit of all serving together.

In 1917 the recreation movement united placed all its strength behind the Federal Government, placed its workers at the command of the Federal Government for national service. The national Government called upon the recreation movement to help to build and maintain morale. This contribution during the first World War was called by leaders in our Government one of the outstanding social achievements in United States history.

After the World War the recreation movement redoubled its efforts through recreation leadership to build human and spiritual values. Substantial progress in the art of living took place. Local governments under a united national leadership worked to build a better civilization where music, drama, arts, sport had a vital place.

When the economic boom collapsed and the dark days of the depression weighed heavily upon children and adults alike, recreation again played its part, this time helping men courageously to face economic defeat, to keep the inner spirit strong, to maintain balance, through activity to keep a measure of joy even in great adversity. Recreation has ever been an ally of religion in troubled and difficult times in keeping men from accepting defeat. Surface "keeping smiling" does not mean much, but to keep smiling deep down in the center of one's being when all seems wrong and when all one's forces are being mobilized is a real triumph of the human spirit. Recreation in these recent years increasingly has been recognized and interpreted as the general name for a vital program meeting great human needs of mankind.

The strength of this phase of American life, known as the national recreation movement, is based upon its universal appeal, the sound democratic administration of its local program by lay leaders in local community recreation, the growing efficiency of its trained professional personnel, and the sustained interest of generous Americans who stand behind it.

And now, with a condition in the world which threatens the very essence of American life, you are again called together as on twenty-four other different occasions during the last thirty-five years. The Recreation Congress in 1940 faces the question of making it clear that life can be kept beautiful and attractive, that our civilization can be kept with sufficient content to make it worth while for all citizens to give most of what they have and are to preserve it.

Come to Cleveland to the Recreation Congress, September 30th to October 4th, 1940.

WORLD AT PLAY

Folk-Song Festival in Newark

ON APRIL 27th a great group of Negro singers — almost 500 in number from Newark and surrounding communities in New Jersey— sang before an audience of 3,000 people at the Mosque Theater. The concert was given under the auspices of a committee of which Howard G. Matson of the Welfare Federation was chairman; Ernest H. Seibert, Recreation Director of the Board of Education, treasurer. Dr. Clarence Cameron White of the staff of the National Recreation Association directed the chorus, which sang a variety of selections including "Praise Ye the Lord" by Tschaikowsky, a Finish folk song, an Italian folk song, and a number of traditional spirituals.

"A musical treat" was the announcement on the program, and a treat it proved to be! It is to be hoped the further announcement made on the program that the group if possible will remain a permanent asset and the concert an annual event will become an actual achievement.

Waltz Night at Oglebay Park

LAST summer a new type of dancing evening was inaugurated at Oglebay Park, Wheeling, West Virginia, which proved to be very popular. This was known as "waltz night." Under the auspices of a sponsoring committee the first waltz night was held on July 25th. A group of eleven musicians from the Wheeling symphony furnished the music made up entirely of waltzes, principally Viennese music. So many requests were received for a second waltz night that one was arranged in September at which the attendance was almost double.

Philadelphia's Hobby Show

FROM March 27th to April 2nd the Hobby League of the Playground and Recreation Association of Philadelphia, Pennsylvania, presented its annual hobby show. All the regular Hobby League groups were represented by unusually fine exhibits. Special entertainments were offered every evening from 9:00 to 11:00, with a matinee marionette production for children on Saturday afternoon. The entertainment scheduled was as follows: On March 26th, prior to the opening of the show, a social dance sponsored by the Hobby League ballroom group; Wednesday, folk dancing; Thursday, mixed chorus and playlet; Friday, marionette production and one-act play; Saturday, concert of folk music; Monday, nature lore and hiking with motion pictures and demonstrations; Tuesday, demonstrations by the photographic group.

A Recreation Center at a Library

THE Public Library in Linden, New Jersey, is cooperating in the city's recreation program largely through the efforts of the librarian who feels that the library must be a live center for the cultural life of the community. At her insistence in planning for the library, an audi-

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torium was included; reading rooms were so arranged that they could be turned into an assembly hall capable of seating 400 or 500 people, and the furniture was such as could be found in any home living room. Plans were made for a conference room which will accommodate from 40 to 50 people, and there is a kitchen adjoining it. Three of the public recreation activities are being held in the auditorium.

Something New in Loan Services — For many years recreation departments have been providing picnic and social recreation kits. The Department of Recreation of Kalamazoo, Michigan, has gone a step further, and last fall footballs were loaned to boys in all sections of the city for a two or three day period. When the season closed not a single ball was missing. The same service was offered during the basketball season.

THE IDEAL CHARCOAL GRILL

Picnic

MIDWAY OF A PERFECT DAY . . . Charcoal Grilling at Camp and on the Playground
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PLAYGROUND EQUIPMENT CO.
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Dancing in Hartford—According to the report of the Board of Park Commissioners of Hartford, Connecticut, for the year ending March 31, 1939, dancing was one of the most popular activities provided by the Division of Recreation. Three school gymnasiums were engaged in different sections of the city, and 101 dances held. The 40,536 paid admissions of ten cents each covered the operating expenses. Ninety-seven dances, with 32,340 paid admissions at ten cents each, were held during the summer at the Colt Park outdoor pavilion. The program also includes the teaching of ballroom, tap, acrobatic, and ballet dancing in the community centers. During the summer Hartford's traveling marionette theater went to all of the parks and playgrounds. During the year the troupe also visited schools and institutions.

A Bond Issue in Millburn, New Jersey—A bond issue for $20,000 has been passed for the Wyoming Playground in Millburn, New Jersey, a community of 2,700 people. A recreation budget of $14,700 has been approved for the current year.

WPA Reports Accomplishments — According to a report issued by the Work Projects Administration entitled "Americans at Play," an inventory of accomplishments from the inception of WPA in July, 1935 to January 1, 1940, shows that the construction of sports facilities has occupied a prominent place in the program. During these four and one-half years, WPA workers have built or improved 10,000 playgrounds, 4,500 athletic fields, and almost 500 golf courses. In the same period they have built or improved 900 swimming pools, more than 10,000 tennis courts, and 800 new gymnasiums, exclusive of those in the 5,000 new school buildings built as WPA projects. Over 5,000 other recreation buildings were erected, ranging from an elaborate hostelry for winter sports to small park pavilions and shelters. Winter sports facilities have been improved by the building of 300 miles of new ski trails and 56 new ski jumps.

hool price, $4.95

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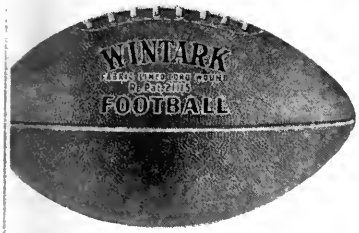

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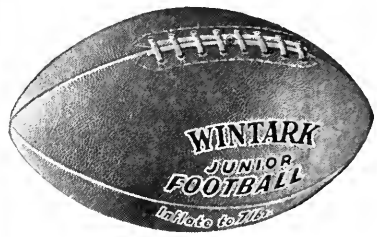

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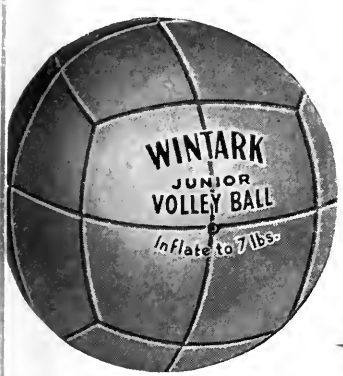
School price, $3.25

School price, $3.00



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Thirteen hundred new parks have been created, and 5,500 already in existence have been beautified. Band shells to the number of 200 have been constructed or rebuilt in these parks, and 100 outdoor theaters have been built.

One Way of Lifting the Mortgage!—For many years the mortgage at Odd Fellow Hall in Ridgefield, Connecticut, has been hanging over it like a specter. Someone suggested a revival of the square dance as a novelty which would appeal to the young folks and would be effective in raising money to pay off the mortgage. Soon Saturday night dances became an institution in Ridgefield, and square dances have paid off the mortgage on the hall! It is estimated that 75 per cent of the dancers come from out of town.

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In One of Cincinnati's Centers—Cincinnati's C. and O. Playground and Community Center was launched in an attempt to find out what could be done in the city's most disorganized neighborhood in which 75 per cent of the city's delinquency and disease was reported. An effort was made to find out what the people themselves wish to have in the way of recreation. One group expressed the wish for a real southern barbecue pit. The material was furnished by the Commission, and the group constructed the pit according to its own plan. Then they induced the Commission to buy a pig, and from the sale of the barbecued meat they repaid the Commission and provided funds for other activities. A father of eight children gave his time and worked to plaster the shower room in the basement of the gymnasium building. An adult group furnished and equipped the kitchen through donations and through sales of suppers and other refreshments. Costumes and stage curtains were purchased.

Radio Broadcasts—With the cooperation of the W.S.A.I. Mobile Unit, the Public Recreation Commission of Cincinnati, Ohio, last year presented playground broadcasts to the public. In this program the Commission attempted to bring out three points: the history of the playground; the people of the community interested in the playground; and some phase of the playground activities secured by interviewing children on the grounds.

Union County's Photo Contest—There were 452 entries in the Winter Scenes Division of the Fifth Annual Amateur Photo Contest conducted by the Union County Park Commission, three times the number received in any previous competition, and ninety-six individuals competed. The contest, which ran from January 1st to March 15th, was divided into four classes: scenes; activity; human interest; nature; and wildlife. Photos taken anywhere within Union County were eligible for entry, with a special award made for the best picture taken within the Union County Park System. Because the contest was designed more to encourage the taking of pictures than the development of skill in a photographic darkroom, all

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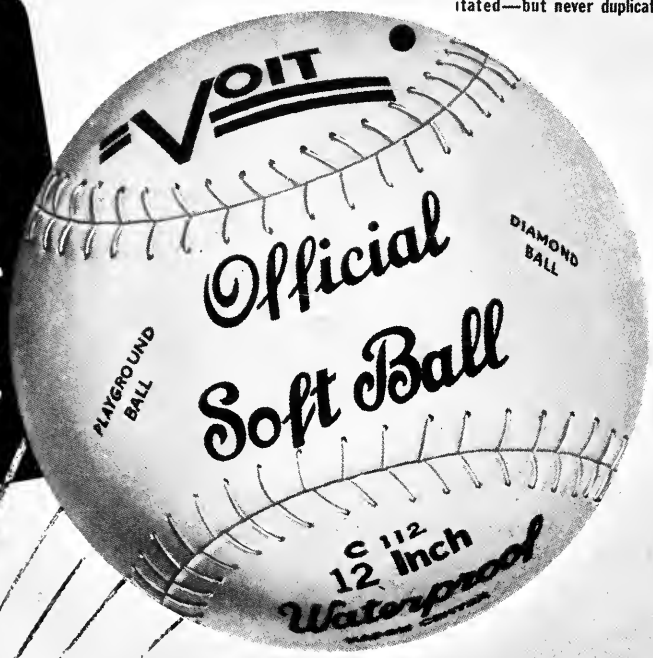

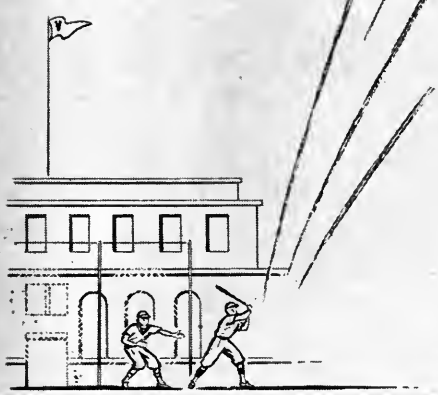

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announcements of the competition stressed that judging would be primarily on the basis of general appeal and not photographic technique. The photographs were on exhibit at the Elizabeth, N. J., Library from April 3rd to 12th. The Park Commission plans to conduct a summer division of the contest from June 1st to September 30th.

A High School Music Camp—The Ohio Valley High School Music Camp sponsored by the Ohio Valley Music Educators' Association will hold a two weeks' session from June 16th through June 30th at Oglebay Park, Wheeling, West Virginia. Last year nearly a hundred boys and girls from approximately twenty-five different towns in Ohio and West Virginia attended the camp. Further information may be secured from the Ohio Valley High School Music Camp, care of Oglebay Institute, 1507 Main Street, Wheeling, West Virginia.

Anna B. Heldman — Because of her long years of service to Pittsburgh's Hill District, Anna B. Heldman was known as "Mother of the Hill." A street on that Hill bears her name. Until her death recently she had served for 38 years as a member of the staff of the Irene Kaufmann Settlement. Her friends in every walk of life, of every race, creed, and nationality will miss her greatly.

Thinking Together — J. J. Syme, Superintendent of the Hamilton, Canada, Playgrounds Commission, tells of a plan designed to bring about a freer and more worth-while discussion at staff meetings.

The staff is numbered in groups from one to four inclusive. With a staff of sixteen this permits of four groups of four each. A topic of playground administration is assigned each group for discussion, and one minute is allowed for the appointment of a secretary. After a stated time—from five to ten minutes—for discussion, all the groups assemble. The secretary reports for Number One group, and an open discussion is then conducted. The other groups report similarly, and a discussion follows each report. Occasionally, instead of numbering the staff Mr. Syme selects one or two members who are especially well equipped to discuss a particular topic. To this number are added one or two of the less well informed

workers. Topics for discussion include not only familiar subjects of administration, organization and program making, but problems which have arisen on the grounds during the week before the meeting.

Working with Iron and Steel — February saw the inauguration of a unique course in the program of the Westchester Workshop at the Westchester County Center, New York: iron and steel work. The students are learning to make hurricane lamps, shelves, trellises, candlestick holders, and flowerpot holders.

Painesville, Ohio, Play Day—The first Play day at Painesville, Ohio, was held this past summer for two hundred children from city playgrounds maintained by the Recreation Department. Each playground entered teams for schlag ball and volleyball. Three competitive games which the youngsters played were Bomber Ball, Ham-Chicken, and Tug-of-War. In Bomber Ball, a boy or girl from each playground entered a thirty-foot circle. As the "captain" outside the circle threw the ball, each child who was hit dropped out of the game. The last one won a point for his playground. In Ham-Chicken, two lines faced one another across a two-foot space. The leader rapidly repeated the words, "Ham-Chicken," and the lines representing the word on which he ended had to cross their goal before the opposing players caught them. In this game, as in Tug-of-War, points were awarded to the winners. The entire day was designed to give those children who are not outstanding athletes an opportunity to show their skill in games. From *Stanley Prague,* Painesville, Ohio.

Tot Lots in Great Falls—Tot lots were conducted as part of last summer's playground program in five parks of Great Falls, Montana. These were designed for children under eight years of age to make it possible for them to enjoy less strenuous activities with other children of their own age group. Leadership was provided by the Junior League. Six local college girls served as leaders and provided a program consisting of active and quiet games, storytelling, musical games, and handcraft.

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Finger Lake Outing Club—The winter sports devotees of Auburn, New York, formed the Finger Lake Outing Club in the winter of 1938. The purpose of the club was to promote winter sports, but soon the members desired an all year-round program, and the club expanded to include many outdoor activities. The 150 individuals who belong to the club now participate in conservation, hikes, bicycling, horseback riding, and canoeing. — *Annual Report,* 1939, Recreation Commission, Auburn, New York.

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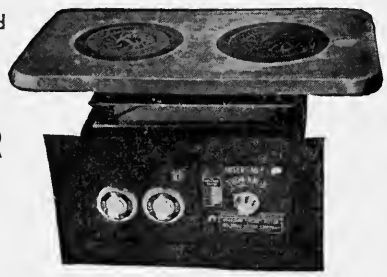

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Abandoned School Buildings Saved — The School Board of Spokane, Washington, which had decided to place before the voters a proposal to sell a number of school buildings not used in the daily school program, withdrew from the proposed sales list four properties needed for the enlarged year-round recreation program. These included a high school, the gymnasium of which is used by grade schools for basketball and other sports and serves as a community center; a second building used for WPA projects; and two buildings being utilized by NYA classes.

A Symposium on Problems of the School Program — A symposium on problems of the school program in health, physical education, and recreation as it functions in California appears in the February issue of the *California Journal of Secondary Education,* published by the State Department of Education, Sacramento. The material has been organized by W. H. Orion, Chief of the Division of Physical and Health Education, California State Department of Education, and contains articles from nine other leaders in the field. The symposium is available either as a part of the February *Journal* (50 cents) or as a 32-page reprint at 35 cents a copy. It is the purpose of the symposium to explain how certain active workers in California are facing problems in the field of their special interests, including health, physical education, and recreation. The approach accordingly is on the basis of practical application rather than through the medium of some arm-chair philosophy. Recreation workers will be particularly interested in the two articles having to do with recreation: "Recreation as a School Responsibility," by Ivan W. Hill and "A Noon-Hour Recreation Program," by P. M. Bliss and Margaret Cowart.

Playgrounds and Juvenile Delinquency — The Duluth, Minnesota, City Planning Department recently completed a survey of recorded juvenile delinquency in Duluth over the years 1928-1936 which covered the question of the relationship of playgrounds and juvenile delinquency. The study first isolated the effects of playgrounds from other neighborhood conditions and determined "high-standard" and "low-standard" playgrounds of the city before proceeding further. According to the final report, the number of delinquency cases in each playground zone

is too small to justify delinquency rates based on zoning, but the data indicate that adequate play areas, accessible and under capable leadership, are effective in the prevention of delinquency among boys ten to fifteen years old. It appears, continues the report, that neighborhood playgrounds have practically no effect upon the delinquency rates of boys over fifteen. This may be due to lack of suitable recreational leadership or suitable activities. The conclusion reached by the City Planning Department with regard to playgrounds and juvenile delinquency in Duluth is that there is evidently a need for more recreational facilities, for leadership and programs of activities that appeal to a wider range of ages, and for year-round service.

Inexpensive Booklets Available—From the Home Institute, Inc., 243 West 17th Street, New York City, it is possible to secure at 15 cents each a series of interesting and practical booklets dealing with arts and crafts, gardening, music, sports and other subjects. The booklets constitute a very helpful source of information on a variety of subjects. You may wish to send for a list of these publications.

Riding a Hobby in Michigan—With exhibits ranging from jigsaw work to bell collections, the first Albion, Michigan, all-community hobby show was held in the high school gymnasium. The event was sponsored by the Recreation Department and over 1,300 persons attended on the two days of the showing. Visitors saw moths and butterflies, photographs, model airplanes and ships, handwork, archery, scrapbooks, and collections of rocks, canes, stamps, and toy dogs. Albion has many individual hobbyists in addition to clubs on gardening, art needlecraft, stamps, and conservation, so the Recreation Department expects to turn this first exhibit into an annual feature.

A Twentieth Anniversary Album — The Minnehikers, the Minneapolis, Minnesota, Municipal Hiking Club, is to be congratulated on its "Twentieth Anniversary Album," an attractive publication presenting pictorially the history and activities of the club since January, 1920, when the club took its first hike. The book opens with a statement by Theodore Wirth, superintendent emeritus of the Minneapolis Park Department, which tells how the club came to be organized.

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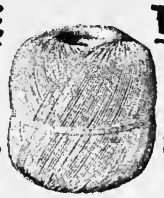

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see the beauties of Minnehaha Parkway that morning. Yet I did not meet one single soul the entire distance of that six mile drive. Upon my arrival at the office, I told our Mr. Frank C. Berry that we should find some means by which to lead the people to the enjoyment of nature. So he set about and organized the Hiking Club."

A High School Essay Competition — The Detroit-Huron-Clinton Park and Parkway Plan is taking steps to arouse interest in the proposed park development by offering an essay competition open to seventh to twelfth grade pupils, inclusive, in all schools of Wayne, Washtenaw, Livingston, Oakland, and Macomb Counties, Michigan. These counties comprise districts which will vote next November on creating an authority to develop the metropolitan recreation area consisting of parks, playgrounds, and other recreation facilities. Awards are offered for the best essays on a subject connected with the project, and essays will be judged on the information they contain, their public interest, their literary quality, and their originality. Contestants are urged to watch newspapers, listen in on the radio for talks on the subject, and consult their teachers, parents, and friends. If possible, it is urged they pay visits to the sections included in the project. While this is called a competition, its real purpose is a study of the Act and the area—topics admirably suited for classwork in civics and in English.

At the Golden Gate International Exposition —The Golden Gate International Exposition will reopen for its second season on May 25th on

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Square Dances to the Fore—Official recognition of a revival in the popularity of square dances of the nineties was given in March when the New York Society of Teachers of Dancing at its meeting at the Hotel Astor voted to teach such old favorites as the lancers, the Portland fancy, and the quadrille.

Oak Park Holds Its Playground Dance Festival—The shadows of those famous story-tellers, Hans Andersen, Robert Louis Stevenson, James Barrie, Eugene Field and Frank Baum, may have hovered over Oak Park, Illinois, on an evening in February for at that time some of their best known children's tales were dramatized in ballet by five hundred boys and girls from the community's five playgrounds. The event, which is Oak Park's annual dance festival, included interpretations of "Snow White and Rose Red," "A Kiss for Cinderella," "Adventures in Oz," and "Treasure Island." The costumes, designed by the playground directors, were made by the mothers of the children. As part of the program solos were given by the Suburban Glee Club.

Dart Ball in Kansas City — Every week eighty-six teams, each with nine regular members and nine substitute players, play dart ball in Kansas City, Missouri. The Police Department has several teams, although 95 per cent of the teams are identified with churches. In February a tournament was held in the municipal auditorium.

Recreation and the Church—Church facilities are being utilized to great advantage in the leisure-time programs sponsored by the City Recreation Commission of Columbia, Missouri. Full-time use of the basement of the Episcopal and Baptist student centers has provided much needed facilities for women's physical activities, modern dancing, square dancing, group game nights, community music rehearsals, crafts, and free play. During the past year 7,796 individuals participated in the activities sponsored by the Commission within the walls of these two churches. The Commission furnishes leadership for the activities. Light is furnshed by the city, and a small amount is paid by the Commission during the winter months to provide heat. Each fall the basement

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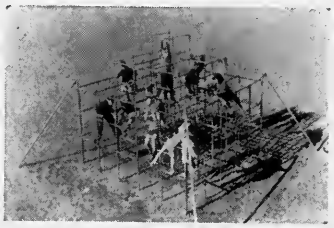

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center is redecorated by the Commission. The churches are also carrying out recreation programs in the buildings.

Where They Study Folk Dancing—Boys and girls are dancing the schottische together in a University of Texas classroom this year. This new class, educators feel, reflects the return-to-the-soil for arts that has made folklore, folk songs, and folk dancing merit educational consideration; and it also forecasts that boys and girls are being educated toward wholesome social living. Sixty students have enrolled for the limited experimental class. The course, which combines recreation and background education, will teach American square dances, contra dances, play party games, and the folk dances of Sweden, Russia, Mexico, Ireland, Scotland, and other countries.

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An Exhibition of Contemporary Crafts—The Philadelphia Art Alliance announces an exhibition of contemporary crafts at the Alliance from February 14th to March 3rd. Representative of the best of the native crafts being produced today, the display will include the work of craftsmen from twenty-seven states including Washington and California. Demonstrations of the technique of the various crafts will be given by experts in the several fields, in settings showing the essential equipment and working arrangements. A jury will decide the best examples of pottery, wood carving, weaving, batik, jewelry, glass, metalwork, decorated trays, and other articles. Further information may be secured from the Art Alliance, 251 South Eighteenth Street, Philadelphia.

Decorating the Gym—At Christodora House in New York City, nine-foot action figures of athletes have been painted on the concrete gymnasium walls which are twenty feet in height. The figures are simple line drawings executed in black bulletin paint. Photographic enlargements or large plaques made in the woodwork shop will make the gym balcony more attractive.

Swimming Films—The United States Department of Agriculture has produced three films based on a coordinated system of teaching swimming which has been developed by the American Red Cross and proved by application in its aquatic schools and in camps and other centers where workers trained in the schools have put the system into practice. The films, each of which has a running time of five minutes, are distributed by the American Film Center, 45 Rockefeller Plaza, New York City. The cost of each is $6.75.

Traveling Libraries in Pennsylvania—Every six months, the Extension Division of the Pennsylvania State Library ships boxes of fifty selected books to more than three hundred Traveling Libraries stationed in private homes or local stores throughout the state. Factors considered in es-

tablishing a new center are the size of the community, its isolation from a public library, and the dependability of its organizing personnel. A local citizen chosen to be Traveling Librarian fills out a registration card, containing the signatures of six citizens willing to act as sponsors, in addition to general information about the district, which acts as a guide to the special reading needs of the community. The librarian is instructed in the necessary procedures and is furnished with the required minimum equipment including a display cabinet. The only charge for this service is transportation costs, and a new selection of books is sent twice a year. Pennsylvania now has three hundred traveling libraries, but the State Extension Division feels that another five hundred are needed in the rural areas of the Commonwealth. From *Horace M. Byrnes,* Extension Librarian, in *Public Education Bulletin,* Pennsylvania, January 1940.

"Community Service at Hillside Homes"—Individuals interested in recreational developments in connection with housing will wish to see this four year report prepared by Miss Louise P. Blackham, recreation consultant to the Hillside Housing Corporation. It deals in a comprehensive manner with all the community activities of this housing development located in New York City.

Auburn, New York, Community Chorus—In the spring of 1939, forty persons gathered in Auburn, New York, for a two months' experiment in community chorus work. They drew up a threefold statement of purpose: to give interested individuals a chance to participate in organized group singing; to give additional vocal training; and to promote appreciation of chorus work through the development of a program of local music. An invitation concert given in June met with instant success, and seventy persons enrolled in the group the past fall. In January the community witnessed the first complete program rendered by the organization, including a presentation of "Hiawatha's Wedding Feast" and other choral works. An operetta is planned by the chorus for next spring.—*Annual Report,* 1939, Recreation Commission, Auburn, New York.

Goal-Hi—Goal-Hi, a game based on basketball, made its initial appearance before the American Association of School Administrators in St.

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Importance of Leisure

THE CALIFORNIA COMMISSION, Golden Gate International Exposition, announces that the recreation building on Treasure Island will be open again this year under the same management as last year. It is hoped that visitors from the East and other parts of the country attending the Exposition will make a point of visiting the building.

At a recent meeting of recreation leaders of Northern California a comprehensive program for the use of the building was outlined. Recreation departments of many California cities will be represented by exhibits such as hand puppets and other forms of handcraft, an Indian exhibit, and pictures of recreational activities. There will be many demonstrations of various activities such as archery, badminton, table tennis and folk dances, and there will be game tournaments in bridge, checkers, chess and dominoes, and in softball. Instead of a drama festival one play will be presented. A Barbary quartet contest will be held.

The World's Fair of 1940 in New York is also emphasizing the importance of leisure. In a bulletin, "Social Studies at the Fair," prepared by the Department of Public Education of the World's Fair of 1940 in cooperation with the Board of Education of New York City, the importance of leisure is stressed in the following quotation:

"As the work day shortens, the problem of leisure becomes increasingly important. Handicrafts banished by machines are coming back in the form of avocations. Painting, modeling, music, photography—these are gaining an increasing number of devotees in all walks of life.

"The Fair presents an enormous amount of data on constructive ways of using spare time. From its paintings, murals, and statuary young artists can draw inspiration as well as ideas about new materials and media. Stamp collecting, photography, amateur radio work, miniature railroad operation, bird study, gardening, and other hobbies are illustrated in a wealth of exhibits. Interested both in fun and in learning new things, the Fair crowds themselves are an excellent cross-section of America in its leisure hours."

A New Outdoor Cook Stove — Welcome Meter Company, Pasadena, California, offers an innovation which will be of interest to recreationalists in a coin-metered electric hotplate which

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permits of out-of-doors public, pay-as-you-use electric cooking wherever power is available in recreation areas. Developed in collaboration with Los Angeles and Pasadena city and county Park Department engineers, this unit is designed to meet all types of outdoor cooking requirments. It is light in weight, portable, yet sturdily built. For outdoor use it may be embedded in stone or concrete emplacements, the blueprints and specifications for which will be furnished free of charge on request, or it may be used on ordinary picnic benches.

The Washington Arboretum — The Washington Arboretum, a 260-acre fairyland of trees, shrubs, lakes, lagoons, and flowers located in Seattle is now more than 75 per cent complete. A new allocation of funds by WPA, and a sponsor's contribution by the University of Washington assures continued development of the arboretum. Plans are under way which will add to the already enormous collection of trees, shrubs, flowers, and plants. About 750 dogwood trees from California and 50,000 other plants are to be propagated and made ready for planting in permanent arboretum positions in about two years. Exotic plants from such far distant places as China, Burma, and Asia Minor are already growing and will mingle with familiar native flowers such as rhododendrons, lilacs, and roses. The rhododendron, the Washington state flower, will be well represented. Azalea Way, banked by azaleas and rhododendrons, will stretch 3,800 feet from the northern entrance. There more than 2,000 specimens of native, imported, and hybrid rhododendrons will grow with the azaleas in gorgeous profusion.

The Washington Arboretum is nearing completion, although its development will continue for years to come.

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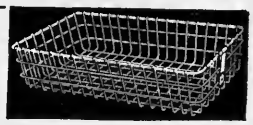

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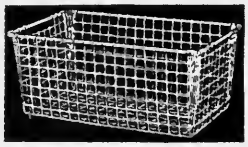

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* * * * *

Today, teachers and others in charge of the physical and mental development of the young, realize the importance of developing the *whole* child. "Activities" is the word they use to denote the application of knowledge to experience. Activities catch and hold the child's interest, give him an outlet for his desire to *do* things, enable him to *learn* by *doing*.

* * * * *

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Recreational Interests of College Alumni

A THESIS ENTITLED "Recreational Interests of College Alumni and Their Evaluation of College Physical Education" by John R. Newell of Springfield College contains much information which is not only of interest to college authorities but also to municipal recreation officials. Several hundred graduates from the classes of 1927 and 1932 in several colleges were asked to submit information as to the physical education activities they engage in, which they took part in in college, and which they feel are most deserving of a place in the physical education program.

The ten activities now engaged in by the largest number of alumni in the order listed are: swimming, tennis, golf, hiking, skating, fishing, squash, skiing, baseball, and badminton. Lack of time and lack of facilities were the two reasons given by the largest number of men for not participating in any activity. It is of interest that except for swimming, tennis, and baseball, the activities which they are now engaging in are not among the activities with which the men became familiar due to the requirements and opportunities of the college physical education program. The sports engaged in on an intercollegiate and intramural basis, on the other hand, now have a very small place in the recreation program of the alumni.

The ten activities in order of preference which men would like to have learned while in college are: golf, tennis, squash, skiing, swimming, handball, boxing, badminton, horseback riding, and skating. This list emphasizes the opinion expressed by eighty-one per cent of the men that more emphasis should be placed on activities that can be used after graduation. Ninety-one per cent of the men believe that physical education should be a required college course and fifty-five per cent of them feel it should be compulsory during either three or four years. Among the conclusions from the study are that in addition to competitive sports such activities as camping, hiking, fishing, skating, and skiing should have a place in the physical education program and that students should be given more choice in selecting the activities in which they engage in college.

The preferences expressed by this group of college alumni offer a suggestion as to the kinds of activities which recreation authorities should provide for this particular community group.

NEW PUBLICATIONS IN THE LEISURE TIME FIELD

America Learns to Play

By Foster Rhea Dulles. D. Appleton-Century Company, New York. $4.00.

MR. DULLES in his book, a dissertation for his Ph. D. degree at Columbia University, explores the whole domain of play in the life of the nation and covers all the principal recreations, fads, and sports which have diverted Americans, rich and poor, from Colonial times to the present. Husking bees and symphony concerts, fox hunts, bundling, church socials and prize fights, the theater, and the circus are a few of the forms of amusement picturesquely treated. While all types of recreation are mentioned, Mr. Dulles has emphasized chiefly those sports which have reached the greatest number of people. He has gathered his historical data from records contained in diaries, periodicals, posters, sport manuals, and autobiographies and he has made his material entertaining and readable.

Softball

By Arthur T. Noren. A. S. Barnes and Company, New York. $1.00.

IN THIS HANDBOOK on softball, which is rapidly becoming our most popular group recreational sport, Mr. Noren outlines the technique of the game, describing each position and the fundamentals of batting, base running, and team play. Official rules together with interpretations are included, and information is given on equipment, the layout of the diamond, and the construction of backstops and bleachers.

Visual Aids for Teaching Sports

By Therese Powdermaker. Illustrated by Kate Rowland. A. S. Barnes and Company, New York. $2.00.

A DOUBLE PURPOSE is accomplished in the design and arrangement of the illustrations which comprise this book. First, the figures demonstrate techniques in so clear and interesting a way that students of all levels can see actual positions of the sport being studied. Secondly, each page can be taken out and used for bulletin board purposes, later being returned to its original place. A page of illustrations is devoted to each of the following sports: archery, badminton, basketball, boating, bowling, deck tennis, diving, fencing, golf, handball, hockey, horseshoes, lacrosse, riding, shuffleboard, skating, skiing, soccer, softball, swimming, table tennis, tennis, track, and volleyball.

Lacrosse

By Tad Stanwick. A. S. Barnes and Company, New York. $1.00.

WITH THE INCREASING popularity of lacrosse in schools and colleges, this book will be a welcome addition to the library on sports. In it the author analyzes carefully the situations which occur on the playing field, giving particular attention to stick handling. The following chapters appear: History; the Game; Definitions of Terms; Defense, Attack; Team Play; Coaching; Equipment; and Sample Plays.

Recreation Directors!

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For the very young:

STORIES TO BEGIN ON, by Rhoda Bacmeister. Illustrated by Tom Maley. This collection of stories and verses for the pre-school child finds a welcome place in the story hour program. There is something here for every temperament and taste—all related to the child's own experience. Published June 28. $1.50

CORK SHIPS AND HOW TO MAKE THEM, by Peter Adams. Set young mariners adrift with a few match sticks, scraps of paper, and some assorted corks, and watch them fashion a fleet worthy of the attention of any grown ship-model enthusiast! Completely illustrated, simple text. $1.00

REHEARSAL FOR SAFETY: A Book of Safety Plays, by Fanny Venable Cannon. Children will enjoy preparing and presenting these highly dramatic and realistic plays that teach sound safety habits. $1.00

For the young adult:

THE SAUCY SAILOR AND OTHER DRAMATIZED BALLADS, by Janet Tobitt and Alice M. G. White. All recreation leaders who have used *Dramatized Ballads* by these authors, will be delighted to learn of this new collection. Fun to produce, requiring very little preparation, these ballads with their overtones of sophistication appeal especially to adolescent boys and girls. Full directions, with musical accompaniments, are provided. Illustrated. Published June 28. $2.00

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Camp Leader's Manual.

Epworth League and Young People's Work. Board of Education, The Methodist Church, 740 Rush Street, Chicago, Illinois. $.50.

This attractively illustrated bulletin of eighty pages has been issued for the guidance of leaders of junior high or intermediate camps and is offered in response to requests from church conferences throughout the country as a summary of the conclusions reached by the groups discussing junior high camps at the Institute Councils. The subjects discussed fall under six headings: Why Have Junior High Camps? How Shall We Plan for These Camps? What Shall We Do at Camp? Where and How Shall We Find and Prepare Leaders? Who Shall Go to Camp? After Camp—What? The bulletin is so practical and well organized that it will be of help to camp leaders associated with other than church groups.

Children's Play. Kit 50.

Cooperative Recreation Service, Delaware, Ohio. $.25.

Singing games, folk games, folk songs, group games and stunts, mask making, and suggestions for finger painting are to be found in this Kit.

Children's Gardens.

By Edwin L. Howard. The Studio Publications, London and New York. $1.00.

This delightful little book on children's gardens deals with a variety of gardens, all of them fun for the child to make. The following are described: The Zoo Garden; the Water Garden; the Little Farm; the Bird Garden; the Circus Garden; the Tin Can Garden; the Games Garden; the Forest Garden; the Picnic Garden; Window Gardens Outside; Window Gardens Inside; and the Enchanted Flower Garden. Throughout the book Mr. Howard emphasizes the fact that these gardens are for the children themselves and nothing must interfere with their further enjoyment of them.

The 1939 College Blue Book.

Compiled by Huber William Hurt, Ph. D., and Harriett Hurt. The College Blue Book, De Land, R. 1, Florida. $4.75.

Since 1923 the College Blue Book has served colleges and school officers, librarians, parents, and young people by supplying them with basic facts on institutions of higher education in the United States. There are over 750 pages in this comprehensive listing in which a vast amount of information regarding colleges, universities, and preparatory schools has been condensed.

Archery.

By Natalie Reichart and Gilman Keasey. A. S. Barnes and Company, New York. $1.00.

New material has been introduced in this revision, and special emphasis is laid on what Mr. Keasey calls the "relaxed method" which establishes a shooting position as free from tension and strain as possible.

Official Sports Library for Women.

Published for National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation. A. S. Barnes and Company, New York. Each, 25 cents paper bound; 50 cents cloth bound.

The 1940 edition of the Sports Library for Women is now available for the following booklets: *Individual Sports—Archery, Tennis, Riding, Golf; Softball and Volleyball; Badminton for Women; Field Hockey Guide for Women and Girls.* Also available is *Recreational Games and Sports,* which will be particularly valuable to recreation leaders, containing as it does directions for a number of sidewalk and play street games, activities based on homemade equipment and marble games, as well as such recreational sports as handball, shuffleboard, and others. The booklet also contains a section on track and field.

Solving Camp Behavior Problems.

Individual Guidance in Group Work. By J. Kenneth Doherty. Association Press, 347 Madison Avenue, New York. $.50.

A practical booklet for the camp counselor, with definite suggestions for meeting many of the problems which arise in a camp community.

Roping.

By Bernard S. Mason. A. S. Barnes and Company, New York. $1.00.

The Sports Library is introducing an innovation in a book on roping about which little has been written, though it is a fascinating one-man sport which "gets into the blood and stays there." The author recognizes it as having great possibilities for the playground program, particularly when used in connection with exhibitions, pageants, and demonstrations where it may be worked in in many ways.

Recorded Juvenile Delinquency in Duluth, Minnesota 1928-1936.

Duluth City Planning Department, Duluth, Minnesota.

The Duluth City Planning Department in a report entitled "Recorded Juvenile Delinquency in Duluth, Minnesota," presents an analysis of the delinquency cases recorded in the Juvenile Court and the Probation Office during the period from 1928 to 1936. The analysis is designed to show the nature of the delinquency acts, the degree of concentration of delinquency in the districts of the city, and the correlation of this delinquency with the

Scholarships for Young Men on Farms

"YOUNG MEN on the farm have not realized their opportunities on the home soil," Henry Ford said in announcing his participation in the establishment of the National Farm Youth Foundation, which will provide scholarships for 20,000 young men between the ages of eighteen and twenty-five from the nation's farms. The opportunity to study scientific farming and receive practical training through scholarships has been created by the Foundation, sponsored by the Ferguson-Sherman Manufacturing Corporation of Dearborn, with the active cooperation of Henry Ford and his son, Edsel Ford. In addition to the study courses and training in the field, students under these scholarships will compete for fifty-eight jobs, half of which carry contracts for one year of work at the factory of the sponsoring company at a salary of $150 a month; the remainder are jobs with the company's distributors at a salary of $125 a month. An additional 725 students will be placed on an honor roll, and places will be found for them as quickly as possible with special attention paid to opportunities in their own home communities. The Foundation, states the announcement, does not in any way conflict with the work being done by the 4-H Clubs and the Smith-Hughes vocational agricultural high schools, but rather supplements them by affording special training and experience to young men who have passed the age groups of those organizations.

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character of the neighborhood, housing conditions, conditions in the home, standards of living, school achievement, and neighborhood recreational and character-building facilities and services. The findings of the survey, of which A. B. Horwitz, City Planning Engineer, was director, have been shown not only through factual information but by means of graphs, charts, and maps.

I Have a Book.

By George W. Stewart and Eleanor Warren Stewart. George W. Stewart, New York. $.50.

This delightful book, written for "those who like books and appreciate their decorative use in the home but who are embarrassed by lack of space," discusses the many kinds of shelving that are possible, and decorative effects for every room in the home. If you face the problem of what to do with the books you already have before buying new ones, you will find this little volume full of practical and attractive suggestions.

Holyoke, Massachusetts—A Case History.

By Constance McLaughlin Green. Yale University Press, New Haven. $3.75.

The history of Massachusetts industrialism and all of its social consequences is told in this case history of

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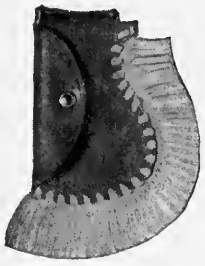

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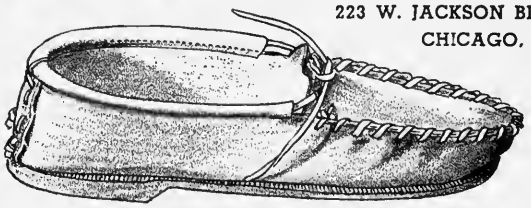

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Holyoke, which in its more than eighty years of existence offers an example of changing methods and attitudes faced by America through the coming of the machine age. Mrs. Green has given us in this study not only the history of industrial, social, and civic developments in Holyoke, but the early agrarian background of the entire section of the state in which it is located. Some consideration is given to the recreational opportunities and facilities provided by both private and public agencies.

Wild Bird Neighbors.

By Alvin M. Peterson. The Bruce Publishing Company, Milwaukee. $2.00.

These informal sketches give intimate glimpses into the homes and social life of thirty-five North American wild birds. How they look; their mating habits; how and where they build their nests; the appearance of the eggs; how they care for their young and protect themselves and their families from danger; what they eat, and how their songs and calls sound are all discussed by the author on the basis of careful observation of the birds in their natural haunts. Many photographs illustrate the book.

Stage Fright and What to Do About It.

By Dwight Everett Watkins, A. M. and Harrison M. Karr. Ph.D., Expression Company, Publishers, Boston, Massachusetts. $1.50.

Are you one of the people who suffer from wobbly knees and disconcerting blushes when you face an audience? If you are this book will help you. It is entertaining as well as practical, and is illustrated with amusing line drawings.

Animals as Friends—and How to Keep Them.

By Margaret Shaw and James Fisher. E. P. Dutton and Company, Inc., New York. $2.50.

Animal lovers will hail this book on the care of animals with the information it contains about each animal under a number of headings, including scientific names, distribution, habitat, diet, care in captivity, housing, behavior, disease and cures, average cost of purchase and of upkeep, and other facts.

The Handbook on Interstate Crime Control.

Prepared by the Interstate Commission on Crime. Courthouse, Newark, New Jersey.

The Interstate Commission on Crime was established in October 1935. As its work proceeded, the need became evident for a reference book which would have within its covers copies of the uniform laws drafted and recommended by the Commission, the regulations called for, the legal forms for the proper enforcement of the law, and similar basic sources of information for ready reference by officials engaged in the field of crime control. One chapter of the book deals with the subject of crime prevention, emphasizing the conditions under which crime flourishes and the influence of the home, school and church, and other community agencies in the prevention of crime.

Tennis as a Hobby.

By Henry I. Cummings. Harper and Brothers, New York. $1.75.

A step-by-step manual in which the new player will find the answers to his questions. All the essential points of the game are presented clearly and graphically. Useful hints are given on position-play and tactics in singles and doubles, and in a short summary the author has listed nine easily remembered essentials to finished performance on the court. The text is supplemented by slow motion photographs showing good form in plays.

City Manager Government in Austin (Texas).

By Harold A. Stone, Don K. Price and Kathryn H. Stone for the Committee on Public Administration of the Social Science Research Council. Public Administration Service, Chicago. $.60.

In 1937 the Committee on Public Administration of the Social Science Research Council undertook a nation-wide study of the results and practical operation of the city manager plan of municipal government. A staff of three people visited eighteen carefully chosen cities and wrote a series of case studies on individual cities, giving an analysis of the plan in operation under varying local conditions. Austin, Texas, was one of the cities studied, and the report points to the development of a park and recreation program as one of the most remarkable accomplishments of the manager form of government in that city. The section of the report dealing with this phase of city government will be of interest to recreation workers.

Social Work Engineering. An Outline of Topics for Survey, Planning and Appraisal.

By June Purcell Guild and Arthur Alden Guild. Harper and Brothers, New York. $1.75.

This is a greatly expanded revision of a manual long

a guide to social workers under the title "Handbook on Social Work Engineering," published privately by the authors, who write out of more than twenty-five years of social work practice. Three chapters of the book will be of special interest to recreation workers: "A Program to Attack the Problem of Delinquency or Crime"; "An Informal Educational and Recreational Program"; and "What Information Should Be Gathered on Specific Social Work Problems?"

So Many Pathways.

By Annie B. Kerr. The Womans Press, New York. $1.25.

With sympathy and understanding the author tells in story form of the ways in which people from a number of foreign countries observe in a new country the religious festivals of their native lands. Italy, Armenia, Syria, Assyria, Greece, and Russia are among the countries whose religious folkways are introduced.

Standards for Testing Beginning Swimming.

By Thomas Kirk Cureton, Jr., Ph. D. Association Press, 347 Madison Avenue, New York. $2.25.

This study approaches beginning swimming instruction as something more than a few lessons. It emphasizes the mental and physical adjustments that require appreciable time. The program which Dr. Cureton has evolved is aimed at providing the beginning swimmer with a sound educational experience in which testing proceeds step by step with instruction.

Trends in Crime Treatment.

Edited by Marjorie Bell. The National Probation Association, 50 West 50th Street, New York. Paper bound, $1.25; board bound, $1.75.

The Yearbook of the National Probation Association for 1939 is a symposium of progressive thought and practice toward the solution of the problem of crime and its younger brother, delinquency. The range covered in this compilation of papers given at the thirty-third annual conference of the association is wide. The first section deals with community responsibility for preventing the development of delinquency. Other sections cover techniques and criteria for probation and parole administration, and a digest of legislation for the current year. The volume concludes with a review of the work of the association.

Wrestling—Intercollegiate and Olympic.

By Henry A. Stone. Prentice-Hall, Inc., New York. $3.00.

Standing holds, hold-downs, pinning holds, and escapes are all clearly explained in this volume, and there are more than two hundred activity photographs to illustrate them. Chapters have been included on the values of wrestling as a sport, the history of wrestling, training and conditioning, care and prevention of injuries, and equipment.

Recreation—A Handbook of Playground, School and Adult Recreation.

By Ferd John Lipovetz. Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota. $4.00.

Mr. Lipovetz, who is associated with the course in Recreation Organization and Administration at La Crosse State Teachers College, has compiled in a 400-page mimeographed book material designed to help recreation workers in the field and others interested in home, church, camp, or club recreation. He has also had in mind the needs of those actively engaged in classroom activities—the classroom teacher, the teacher of physical education. The book contains both theoretical and practical material, and touches on many phases of recreation.

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Riding—A Manual of Horsemanship for Beginners.

By Colonel J. J. Boniface. A. S. Barnes and Company, New York. $1.00.

The basic fundamentals of good riding for the beginner and the expert are presented in this book describing in simple language the essential points which must be learned and mastered. The proper care of the horse is an important consideration to the author, a lover of horses, who offers a great deal of information on this subject in a section entitled "Questions and Answers for the New Rider."

Soilless Culture—Simplified.

By Alex Laurie. Whittlesey House, McGraw-Hill Book Company, Inc., New York. $2.50.

So much misleading information has been disseminated about soilless culture and so many inaccurate statements made, that this book with its authoritative information on the actual status of the project will be welcomed by the hobbyist who is interested in this particular form of gardening. Very careful directions are given for every step in the process of growing plants in soilless mediums.

Town Building.

By Bernard Smith, C.E. Holland's Southern Institute for Town Service, Dallas, Texas. $.50.

Town building, in the opinion of the author, springs from three fundamental requirements of community living—a sound social order, economic stability, and an accepted governmental administration. This book accordingly is divided into three parts: (1) the social aspects; (2) the economic aspects; and (3) the governmental phases. Parks and recreation are considered as municipal functions which are an important part of town building.

Regarding Summer Playground Attendance

PLAYGROUND ATTENDANCE figures published in the YEAR BOOK have only limited value in comparing one city with another because different methods are used to compute attendance. To help overcome this difficulty a committee of recreation executives undertook to study the problem and work out a standard procedure. An intensive study was conducted by the committee in 43 cities with the cooperation of the local playground authorities. The data resulting from this study enabled the committee to work out a formula that is believed satisfactory for general use during the summer months. Playground authorities are urged to try out this formula in determining their playground attendance during the summer of 1940.

"The Committee recommends that a careful count be taken at the peak of attendance during each morning, afternoon, or evening period during which the playground is open under leadership. (The afternoon session is considered as the period between the noon and evening meal, and the evening session the period between the evening meal and dark, or closing time.) This peak count furnishes the basis for recording attendance as follows: The morning count has an index value of 50; the afternoon count an index value of 40; and the evening count an index value of 66⅔. *In order to determine the actual attendance, the morning count is multiplied by two, the afternoon count by* 2.5, *and the evening count by* 1.5. *The sum of these attendances represents the total for the day.* For example, if the peak count at a given playground is 50 in the morning, 100 in the afternoon, and 120 in the evening, the morning attendance will be 100, the afternoon attendance 250, and the evening attendance 180, making a total attendance for the day of 530."

It should be pointed out that the formula relates only to playgrounds conducted primarily for children up to sixteen years. It is not intended for use in recording attendance at playfields, athletic fields, swimming pools, or other special forms of recreation areas. It is possible that at very small playgrounds or at units open only for brief periods, the formula may not yield accurate results and in such instances variations should be made in its use. Most authorities using the

Training Course for Nature Leaders

THE VIRGINIA Natural History Institute announces a training course for nature leaders to be held at the Swift Creek Recreational Demonstration Area near Richmond, Virginia, from June 24 to July 20. This nature training school is a cooperative venture of the United States National Park Service. National Recreation Association, the Virginia State Conservation Commission, and the Richmond Professional Institute, College of William and Mary.

The school is designed to provide training and practical field experience for leaders and prospective leaders in parks, recreation departments, camping agencies and educational institutions. The courses will make a non-technical approach to the various fields of nature. The work will consist of field trips, informal lectures, laboratory work including preparation of nature displays and practical experience in the leadership of groups. Several members of the National Park Service staff including Dr. Carl Russell, Conrad Wirth, Herbert Evison, Ned J. Burns, and Earle A. Trager, will be present part of the time and give instruction and lectures. Mr. Reynold Carlson of the National Recreation Association will act as Director of the school.

The total cost for the four weeks, including living expenses will be $60. Those who wish University credit from William and Mary College will be required to pay an additional $5 fee. Families of students can be accommodated at a cost of $10 per week per person. Further information and application blanks may be secured by addressing Virginia Natural History Institute, care of R. C. Robinson, 906 Grace Securities Building, Richmond, Virginia.

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formula in the summer of 1939, however, reported satisfactory results.

The committee hopes that a large number of communities will use this method in the summer of 1940 and that local authorities will send the Association comments and suggestions concerning it. Playground authorities using this formula in 1940 will receive special recognition in the next YEAR BOOK.

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Parent-Teacher Association Officers
Leaders of Youth Clubs and Activities
Directors of Recreation

Dr. Francis L. Bacon, Principal of the Evanston, Illinois, Township High School says, "The current issue of your magazine came to my desk this week. I carried it home and pleasantly, I believe profitably, too, spent an evening reading the entire contents.

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A number of books on hobbies and recreation.

A E Association Press, 347 Madison Avenue, New York
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E A. S. Barnes and Company, 67 West 44th Street, New York
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E Outdoor Magazine
437 Huntington Avenue, Boston, Mass.

E Public Affairs Committee, Inc.
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A Radio Writers' Laboratory
Lancaster, Pa.

E Youth Leaders Digest
P. O. Box 510, Peekskill, New York

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Jacksonville, Illinois

Recreation in Defense Time

PREPARATION for defense is our first need in the United States. Our first question regarding each undertaking is: Does it help defense? Ships, airplanes, tanks must be built, and quickly. Much that we have enjoyed that is not essential must be given up or suspended for a time.

What about recreation, education, religion? These are needed now more than ever before. In defense times life must be kept as normal as may be for children, youth and for our families. Morale for us all is fundamental. Morale is a part of defense. Italy, Russia, Germany have used recreation to the limit in attempting to build a united people, a people physically strong, a people ready to endure for their country. Surely democracies will not be less wise and foresighted.

Recreation has had, perhaps, a development in the United States beyond what has taken place in any other part of the world. And this occurred in peace times, and has been largely voted by the people out of their taxes. In the First World War, under the leadership of the Federal Government, with the cooperative help of many national societies, a great morale-building recreation movement was carried on with more than five hundred thousand people at one time helping. President Wilson, Secretary of War Baker, Secretary of the Navy Daniels, Raymond Fosdick—all testified as to the great value of this program in helping to make men and the country efficient to win the war.

The task in the immediate present is not one of war but of preparation for defense. However, the need for recreation is the same. Any cutting down of recreation, of music, drama, sports, of the community morale-building forces, weakens our country just that much for defense. The need for recreation is greater than it has been, and there ought to be found financial and other resources for increasing the program and making it a part of our defense effort. Surely in this respect our cities, our states, our nation will not be less wise than the dictator nations abroad who in times of great financial difficulty in recent years spent more rather than less for recreation.

Howard Braucher

July

Photo by Charles Howard Cunningham

"We fishermen dream far more often of our favorite sport than other men of theirs." If the wonderful recreation of angling is to last indefinitely, we must abide by the fish and game laws. For the sake of conservation, learn to put back as much as you take from nature's playground and preserve for posterity the sport of angling.

A Huck Finn Fishing Carnival

By
GEORGE SONNENLEITER
Supervisor
Almira Simons Park
Chicago, Illinois

IN THE CITY of Chicago, on the corner of Drake and Wabansia, can be found a one and a half acre plot of land housing a brick fieldhouse known as Almira Simons Park. One of the many fieldhouses of the Chicago Park District, this park has to curtail its outdoor activities due to lack of space. Because of this handicap the park supervisor and his staff are always on the lookout for new and different activities which will fit into a well-rounded park program.

In searching for a program to surmount this difficulty last summer, they evolved the idea of a Huckleberry Finn Fishing Carnival in their own little 60′ x 30′ wading pool. Posters were made and displayed about the neighborhood. Beside a humorous picture of Huckleberry Finn fishing by a stream, the posters urged the children to come and "catch real fish in the wading pool." They were instructed to come barefoot, wearing old clothes and carrying a can of worms and a pole with a small fish hook.

The main obstacle in the children's minds, of course, was the fact that they had never seen any fish in the wading pool, where they went wading almost every day. But if the posters said they were to go fishing in the pool, they couldn't miss the fun. So excited preparations began.

In the meantime, the park staff had made arrangements to secure fish from the Government Pier in Lake Michigan. At dawn on the day of the Fishing Carnival, the Mayor, State Attorney, the Commissioner of Public Service (elected by the park youngsters during Youth Week), and the park staff members left the fieldhouse for Lake Michigan. With the aid of nets they began fishing earnestly from the pier. Finally they emerged with a catch of 250 small perch. They placed the fish in cans of fresh water, kept aerated by hand pumps which forced air into the cans, and the carloads of cans of fish safely traveled to Almira Simons Park.

When the fish arrived the commotion was unsurpassed. There were large numbers of boys and girls gathered around the wading pool critically trying to detect the presence of the fish they were to catch that afternoon. Youngsters were digging up worms through the community. From the stories circulated by excited children and amused

adults, it seemed evident that Old Mother Hubbard's cupboard was not bare! In addition to the prosaic worm, the children had gathered everything they thought would be particularly enticing to the eyes of a fish. Candy, spaghetti, noodles, bacon, liver, meat, radishes, gum, and "magic hooks" (baitless bent pins) were in vogue.

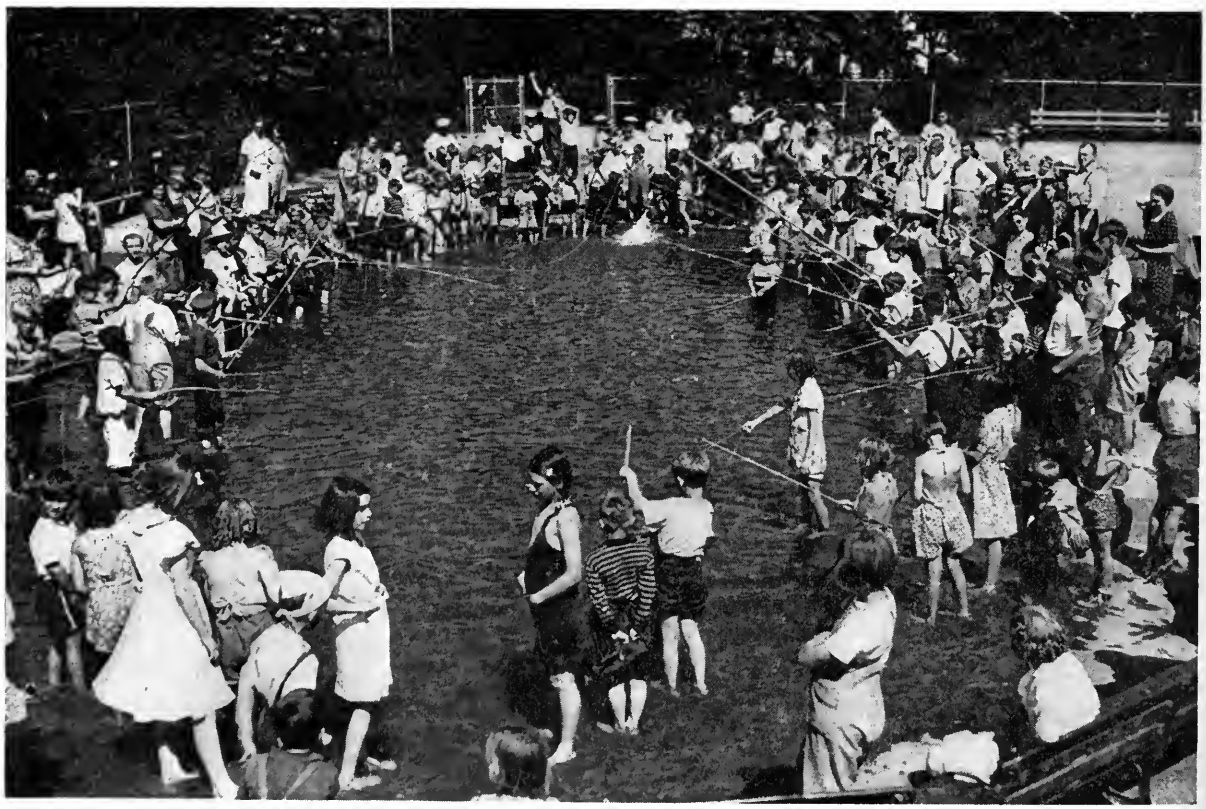
Although the fishing contest was not scheduled until three o'clock in the afternoon, at eleven o'clock the children began to gather—barefooted, in old clothes, with their fishing lines and bizarre bait. They began "practicing," and all over the park could be seen dry land fishermen pulling in imaginary fish with skillful flips and jerks. Even parents entered into the spirit, and many of them were instructing future Isaak Waltons on the proper techniques of casting and reeling with bamboo rods and fishing poles made of long tree branches.

At exactly 2:30 the suspense reached its climax, for then the park supervisor ordered the fish to be placed in the wading pool. Although this was thirty minutes before starting time, the children couldn't wait and the fun began. Barefoot boys were fishing in a wading pool for the first time in their lives. Parents and onlookers at once became cheer leaders, urging over 200 Huckleberrys on to success.

Gales of laughter were heard throughout the crowd as a Huckleberry gave excited determined yanks on his pole to land a fish which was just as determined to get away. The fishing continued for fifty-five minutes. Finally, waiting for the fish to bite became too tame a sport, and several eager, wild-eyed boys and girls bunched in on the fish. When it became apparent that "fishing control" was doomed because of the over-enthusiastic fishermen, the boys and girls were told to wrap up their lines and place their poles some distance from the pond. After the fish hooks were safely put away, the children were told that they could catch the remaining fish by hand. This caused more commotion than fishing with a line. Ducking, splashing, tugging, hooting, and yelling ensued for the remainder of the Huckleberry Fishing Carnival.

The contest ended in a hilarious mood with the dripping, disheveled youngsters trudging through the city streets, fishing poles slung over their shoulders, their fish held high for all to see.

If you have never gone fishing in a wading pool you have missed a thrilling experience!



U. S. Ambassador of Song

By FAIRFAX DOWNEY

Marshall Bartholomew, firmly convinced "there is too much talking in the world today and too little singing," plans to sail southward this summer to blaze a trail for future generations of student singers in all the Americas. Singers, old and young, will wish him success.

A VISITOR at the State Department a while ago might have supposed that the Government was going into the concert tour business. Around a table were gathered representatives of our foremost musical organizations, members of the Department's Latin American staff, and delegates from six countries below the Rio Grande. The purpose of that meeting was to make music a new instrument of friendship between the American continents.

Present at the conference was a square-shouldered man in his mid-fifties, black hair turning iron gray, who has done much to prove that some of the most effective diplomatic notes are musical ones. For more than a quarter of a century Marshall Bartholomew has served as a United States ambassador of song, known as such in a score of countries. He has led singing from Sweden to Siberia, and has brought together student choruses from all over Europe in musical good fellowship. Four European tours by the Yale Glee Club, under his direction, were returned by visits here of University singers from Hungary, Finland, and Norway. His songs-across-the-sea efforts interrupted by war, he now turns toward South America.

Bartholomew trained the song leaders who in 1917-19 helped regiments through long hikes. He was a pioneer in community singing, in the organization of factory choruses, and in musical therapy in hospitals. His collections of American folk songs are noted. His own compositions are sung in schools and colleges from Maine to Manila.

Born in Belleville, Illinois, in 1885, he had his first piano lessons from his mother, a pianist of concert calibre. At Yale his interest in music increased, he sang in the glee club, revolutionized student song leading, won a prize for musical composition. After graduation he taught two years at Haverford School and turned out an oratorio which earned him his Bachelor's Degree in Music at the University of Pennsylvania, an opera, and other vocal compositions. Then in 1910 he went to Berlin for study.

In 1914 he returned to the United States and volunteered for Y.M.C.A. war relief work, drawing the tough assignment of Siberia. In Russian camps he found such hopeless misery among German and Austro-Hungarian prisoners that suicides were a daily occurrence. Bartholomew traveled 1200 miles, across the border into China, to bring back ether. Homesickness and the monotony of confinement in those remote wastes, even more than outright brutality, were wearing men down to the point where life seemed no longer worth living.

Music might help, Bartholomew thought, so he organized glee clubs and choirs. Skilled craftsmen in the Hungarian prison camp carved instruments. Bartholomew had strings. There might have been no bows had not a *troika* drawn by three horses visited the camp one day with a load of provisions. When the *troika* left, its nags were minus most of their tails, and fiddlers had begun tuning up.

"Then," Bartholomew says, "I witnessed the miracle of music—its power to lift men out of despair, physical suffering, homesickness, and hatred." Suicides in the prison camps almost ceased.

One prison commandant, a retired Russian general, was persuaded to attend a celebration that Christmas Eve. He came with his staff to one of the crowded, 800-men barracks, sunk half underground for protection against the fierce Siberian cold. A small Christmas tree had been stuck in a barrel in the midst of the densely packed prisoners. Bartholomew stepped in front of his singers — Germans, Austrians, Hungarians and their Russian guards.

"There is one song all can sing tonight," he declared, raising his eloquent hands with the infectious smile that makes him a natural leader. Then he led them in *Silent Night, Holy Night.*

They sang, each in his own tongue, but all united in the beloved melody. When its last note died away, tears were streaming from the Russian commandant's eyes. He spoke in halting, broken German.

"This is the second year of the war," he said, "and tonight is the first time I have been able to forget that you and I are supposed to be enemies."

From then on the prison camp was a changed place. Hospital care improved, and the mail from home came through more regularly. Between prisoners and captors was understanding and friendliness.

When the United States entered the war, Bartholomew was called home and made director of the music department of the National War Work Council. Part of his task was to organize the schools which trained 30,000 song leaders for the Army, Navy, and Marine Corps. It is no mean feat to induce a lot of men to forget their shyness, open up their throats and let go with a more or less musical noise. Often the only attraction in "Y" huts and mess halls was mass singing. In camps at home and with the A.E.F. in France and England, Bartholomew observed again and again what stirring marching songs and the simple songs of home can do for morale, fatigue, and war nerves.

One night in New York in the hot summer of 1919, Bartholomew was talking over the success of war singing with a fellow song leader, Robert Lawrence.

"Call 'Fire' anywhere in a town," said Lawrence, "and take the first thousand people who run out to see where the trouble is, and I'll bet we could found a choral society right on the spot. Any bunch of people anywhere."

Bartholomew laughed and suggested:

"Why not try it now, right here in New York?"

They chose for the experiment the city's Hell's Kitchen slum district. If people would sing there, they'd sing anywhere. They moved a piano out into the street. Bartholomew played it. The towering, 6-foot-4 Lawrence climbed up on top of his car, while a curious crowd gathered to see what these two nuts were up to. A song was launched.

Hesitantly a few young voices joined. More children, men, and women chimed in. Soon police reserves were compelled to rope off the street, for 5000 had jammed into it. A grand time had been had by all when the two exhausted experimenters at last broke away and departed amid cheering.

Something had been started. Two small trucks, called sing wagons, were put into operation, each carrying a piano and a screen on which a stereopticon lantern flashed the words of songs. They made the rounds of fifteen centers established in congested districts, and by midsummer 20,000 people a week were lifting voices in *America, The Battle Hymn of the Republic, My Old Kentucky Home, Mother Machree,* anything they felt like singing. Politicians and other speech-makers were never permitted to hitch their stars to the sing wagons. This was for fun, nor was there any mistaking the joy brought to thousands. How vastly the morale of neighborhoods was improved was testified by welfare workers and policemen.

The tide of community singing spread from the cities into rural districts — to country fairs and grange meetings. It was even strong enough to sweep through industry, where the triumph of the machine age over handicraft has almost killed the singing spirit. Bartholomew points out that the miller's song had vanished in the depths of the modern grain elevator; that chugging donkey engines raising ship's anchors had drowned the voice of the chantey; that spinning songs have no chance amid the din of textile factories.

Financed by philanthropists, Bartholomew set out to bring song back to men at work. His experience in a Connecticut brass factory is typical. Asking for a fifteen-minute recreation period for singing, officials told him that shutting down the machinery would cost hundreds of dollars; but they let him have his way. He put one of his young leaders on a barrel in the yard, and soon the singing was in full swing. Workers were so noticeably freshened that the scheme was given a trial. As a result accidents were considerably cut down, for eighty-five to ninety per cent of them had been attributable to afternoon fatigue and carelessness. Such demonstrations of the commercial value of singing induced scores of companies to include the expense in their budgets. Glee clubs often comprise executives, clerks and workers in the shops, and Bartholomew repeatedly has proved that music is an oil that lubricates industrial relations.

He learned, too, that music could heal the sick, bring peace of mind to the discouraged, and even work miracles in the minds of the mentally deranged. He accepted the conductorship of the Junior League Glee Club of New York City on condition that it would sing in hospitals. Regularly he leads the chorus in concerts broadcast throughout the buildings of the Medical Center. Trios, quartets, and octets from the club sing in other New York hospitals with notable success.

Bartholomew has spent vacations collecting American folk songs— songs of mountains, plantations, cattle range, and the sea. Old salts qua-

vered for him chanteys of clipper-ship days. He made expeditions into the southern Appalachians where, among descendants of Scotch, Irish, and English immigrants of the 17th and 18th centuries, folk music is valued as an heirloom. From children to grandparents, the mountaineers obliged with songs such as *Cindy* or *Grandma Grunts* with its chorus:

"Whistling girls and crowing hens
Always come to some bad ends.
Boys can whistle. Girls must sing."

University students, Bartholomew and his colleagues noted, often become officials in key positions of a nation and wield an influence out of all proportion to their numbers. If as undergraduates they visit and make friends with students of other countries, will not their foreign policy later on be more friendly? And what better way is there to form such bonds than for student choruses of different nations to sing together?

That is the theory behind the International Student Musical Council, formed by men associated with the University Glee Club of New York. Organized by Bartholomew, its membership grew to 170 college glee clubs, with more than 6000 students taking part annually in regional contests or festivals. The group's founders from Germany, Austria, Hungary, Jugoslavia, Poland, Latvia, Denmark, Sweden, Switzerland, and the United States went into action. Considerable negotiations and travel — Bartholomew alone has made thirty ocean crossings and visited seventeen countries—resulted in international tours and festivals for university choruses. Norway and Finland joined, and plans were made to include England, Italy, Spain, and Bulgaria. An International song book with translations was projected, so that members could understand each other's songs.

Now and then a snag was struck, such as the ruckus which nearly ruined the gathering at Munich in 1931. Learning that Polish delegates were to attend, German students refused to participate until Bartholomew appealed to the authorities of the University. The next day he beheld a strange spectacle. Out on a rock at a swimming resort, in bathing suits, were German and Polish students in animated and friendly conversation. Singing together, they explained to him, made a lot of difference.

Bartholomew brought his own country into this musical entente by taking the Yale Glee Club on European expeditions. During four 10,000-mile tours, the club sang before royalty, hereditary and musical, diplomatic corps and fellow students. To receive American hospitality in return came student choruses from Hungary, Finland, and Norway. Again Bartholomew paved the way, arranged manifold details. The tours were successful musically, financially, in friendships formed. Given more time, their weight might have counted.

Even now Bartholomew feels that the effort was not altogether in vain. A man who believes in an idea as strongly as does Marshall Bartholomew, who has given much of his life to it, will not give it up. That is why his summons to the State Department conference on exchanges of music with Latin America was so welcome. The olive branch can still be entwined with the musical staff.

Assistant Secretary of State, A. A. Berle, Jr., remarked at that meeting that twenty-one American republics are trying to evolve a system of cooperative peace, a system that has given more peace to more people, over a larger territory, and for a longer time, than has been known in any other period of history. "This means," Mr. Berle declared, "that the American republics must understand each other's ideals and civilization. They must know something about each other's art, and music, and books."

Bartholomew, firmly convinced that "there is too much talking in the world today, too little singing," plans to sail southward this summer to blaze a trail for future generations of student singers in all the Americas. Singers, old and young, will wish him a successful journey.

"Robert Henri, the painter, somewhere wrote: 'An artist should paint a picture like a man going over the top of a hill singing' . . . I think of the millions of young and old in 20,000 communities in our own land who go about their morning duties, and afternoon and evening, building this nation like men and women going over the top of a hill singing. And I pray again that they and we will have the will to nurture and protect the things of the mind as well as the things of the pocketbook." — From American Library Association Bulletin.

"Not only life but the whole universe is an expression of rhythm. No doubt the poet had this in mind when he wrote about 'the music of the spheres.' And no doubt it is the meaning of the Bible phrase about the morning stars singing together." From the *Dance of Life* in "Parade."

Paul Parker Photo

Nature Advising in Girl Scouting

By MARIE GAUDETTE
Nature Adviser, Program Division
Girl Scouts, Incorporated

THE GIRL SCOUT organization has set up four goals for itself in relation to its nature program. It is our hope that participation in nature activities will offer each Girl Scout an opportunity to:

Appreciate and interpret her natural environment—whether this be city, town, or country.

Develop her powers of observation, investigation, and reason.

Realize her debt to and responsibilities toward all other living things. This we hope will lead to an intelligent conception of conservation due to an understanding and appreciation of the balance of nature.

Enjoy the out-of-doors as the result of increased knowledge and understanding. This, it is hoped, will result in more outdoor activity in the form of hikes and camping with an increased respect for property and a keener appreciation of proper outdoor manners.

We have tried to outline and interpret the Girl Scout nature program so that it will contribute to the knowledge and enjoyment of *living* things and the *way* they live which is the basis of any good nature study program. Obviously this is opposed to the indoor study of outdoor things with the emphasis on classification and collections. This is not a new interpretation of the Girl Scout nature program, but our recent revision of the suggested activities in this field has been done with an effort to further this idea. The progress we have made over the years in the nature program is largely due to the ceaseless efforts of Dr. Bertha Chapman Cady who was for many years the Nature Adviser. Dr. Cady, in writing on the Girl Scout nature program some years ago, said:

"The tendency has been all in the same direction—away from rote, from standardization, from the mere acquisition of the names of things, from the acquiring of 'collections' to stow away for moth and dust and decay. More and more our progress has been toward the understanding of the living thing; toward an appreciation of its beauty, without desire for possession; toward preserving a memory or record of the object through picture, line, or word, instead of possessing its dead form; in short, toward conservation in every sense of all beneficent or harmless life, toward a love of things as they live, and a search for an understanding of their function in the great scheme of nature.

"If we can but stir the curiosity, start the search, and free the imagination for the common, everyday nature objects, we have given youth one of the greatest possible gifts. Through eye and ear, through touch, taste, and smell, life is broadened, and this means the acquiring of as great an amount of first-hand experience as possible."

Nature study lends itself to group activity as well as to individual activity, and, since it is usually more enjoyable to do things with other persons of like interests, the Girl Scout organization hopes that group participation will be emphasized whenever and wherever possible. We mention this here because there has been a tendency at times, in our organization and in others, to let

those interested in nature become "lone wolves" and thereby miss the toning and broadening (we might say, chastening!) effect that working with other would-be "naturers" would give.

The Leaders

Our volunteer leaders carry the burden, directly or indirectly, of interesting the girls in nature. It is needless to say that only a small percentage of the 25,000 leaders have much background in nature study, but they proceed valiantly and do a good job. They use the nature resources of the community, such as the people who *do* know, the libraries, institutions, and organizations. But it takes a little time to impress our leaders with the fact that a great amount of knowledge in the nature field is not necessary in order that the girls in the troop may not only become interested in the subject but will take a few steps in further knowledge along with the leader. It has been our experience in nature that *no* knowledge of the subject on the part of the leader makes it very difficult for her to evince enough enthusiasm to attract the girls. But a little knowledge and the wish to know much more and to help others to know seem to be almost an ideal condition! Sometimes considerable knowledge is a hindrance instead of a help, in that questions are often answered that should, in all fairness to the person concerned, be left to the fun of discovery.

The Badge Areas

There are eleven badge areas in the Girl Scout nature program. Each one is in a little package by itself, and all are properly labelled with such words as "birds," "trees," "stars," and so on. This segregating of the subjects is for convenience and clarity, but we ask our people to remember that a person interested in nature will not find it too easy to keep everything in such orderly pigeon-holes! A bird perches on a tree and the tree often takes on as much importance as the bird. A snake eats a frog and they both become a matter of importance to the nature student. To help make some kind of a tie between these nature subjects an effort has been made to list one activity in each badge that will lead directly and obviously into another in the nature field.

We felt it wise to drop out statements in the nature program that would say that this number or that number of things must be identified, and have simply indicated in each nature subject the number that would be fair for most parts of the country. This occasionally causes confusion because many people are in the habit of being told just how many objects must be known or names learned. It is our belief, and the belief of many who work with nature, that *knowledge gained from watching or caring for some living thing over a period of time will be considered of more value than identifying a given number of things.* The actual decision as to volume of work on a given subject is left to the individual girl and the person who is helping her. This, we hope, will allow for the girl's own mental capacity and intellectual pace.

We try to keep our conception of nature a broad one including all things—bears, birds, ink, glass, sheep, vanilla, even parsnips! This makes it possible to use almost anything to stimulate an interest in this field. It seems difficult for many

Photo by Ruth Alexander Nichols

people to realize that a nature program can be carried on in the largest city and without the aid of public parks, though they are of tremendous help. This fact has made it necessary for us to gear the suggested activities in the nature field to urban possibilities as well as suburban. To carry out the real interpretation of nature study there must be freedom enough in the choice of activities to make the work practical and enjoyable in every given community or situation.

Because the majority of people know little about nature, it is easy to see that help in the subject is of paramount importance in the mind of every Girl Scout leader—help for herself to expose her group to the subject and help for members of her group who progress beyond her own knowledge. Not only is a leader concerned with helping her group to become acquainted with the things in nature, but she is faced with the problem of finding as many channels as possible through which an interest in nature may be turned, directly or indirectly, to the betterment of the community, such as tree planting, flower preservation, gardening, and bird protection.

Making the Introduction to Nature

It is probably well known to many people who work with nature that many children (too many!) have a decided aversion toward anything labelled "nature." We have our own ideas of why this is so, but have no space to present our "great pearls of wisdom" in this little article! However, it does mean that a leader has to be more than ordinarily watchful to pick up chance questions, remarks, and occasions to introduce nature into the lives of her little angels! Here follow a few instances of the way things got started in some groups:

A group of girls became interested in medicinal plants because the leader, while on a hike, mentioned that country people used tansy to drive away mosquitoes. The girls got in touch with a physician in the neighborhood who, for a hobby, was studying the medicinal plants in that vicinity. He is now their teacher and they his able and interested helpers in the study.

While down on hands and knees on a lawn looking for a lost bobbie pin, a small group of girls noticed a few ants and in a short time forgot the bobbie pin. The latest report is that they are now enthusiastic observers of insect life!

While on a hike, a girl was sitting under a tree and a squirrel dropped a nut on her head. This was the beginning of many things. Perhaps it is necessary at times, as in the case of Newton, for something to fall on the shell that protects the human brain before the bump of curiosity gets started! There is not room here for the whole process in this particular instance—but the first evidence of curiosity was examining the nut and finding the squirrel's tooth marks. The final celebration was a hike to the same site and the talking over of all the adventures with animals since the first two nuts came in contact with one another!

We have not found the secret of making each one of our 75,000 members (great and small!) an enthusiastic nature student and, of course, we know that would be a hopeless aim. But we do want everyone to have the opportunity to know more about it and see its relationship to all other fields of interest such as arts and crafts, music, dramatics, community life, and literature. More than all else, we want them to find a way to put such knowledge to use for the community. This is, however, not going to be possible unless we find ways and means, or shall we say methods and procedures, to make an interest in, and understanding of, nature a vital and living experience.

For our parting words we would like to quote from the chapter on "Nature Study and Science" in *Creative Group Education* * by S. R. Slavson:

"The human body (as well as the bodies of lower animals) is organized for pursuit because survival depends upon it. The nature and development of culture reveals the same characteristics on the psychological plane, and the behavior of children confirms the existence of this pursuit tendency. This tendency, because of its basic nature, must be one of the foundations of a naturalistic education. Science, being chiefly a pursuit subject and one that whets natural curiosity, offers important possibilities for character education. But in order that it may serve these ends, it must conform with the discovery drives and be initiated by the pupil rather than consist of adult teaching.

"One of the greatest delights of man is derived from discovery. In addition, discovery begets power and greater control over environment. It also makes a very strong appeal to the ego, and increases self-esteem. The acquisition of all knowledge should, therefore, occur through *original discovery* on the part of the learner, even if it is only *re-discovery* from the point of view of existing knowledge."

Another quotation from the same book.

"In the maze of experiences that make up the formal and informal education of the growing personality, a feeling-relationship with nature is a supreme necessity. Native impulses of man, as a heritage of earlier life and environment, are directed toward the expanse of the fields and forests, the setting and coloring of the sun, and

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* Published by the Association Press, New York City, 1937.

Cycling for Sociability

By ROZELLE HOLMAN
Superintendent of Recreation
Athens, Georgia

Because bicycling is one of the most effective and popular ways of getting people out into the country to enjoy nature, even though the avowed purpose may be sociability, just a good time, or some other objective, we believe that an article on cycling has a place in an issue devoted largely to nature recreation!

THE CYCLING CLUB of Athens is unique in that —it was organized purely for fellowship. Most clubs are interested in racing, or cross-country riding, or hosteling. In Athens it was found that a great number of young married people enjoyed riding because of the social values that went with it. The great diversity of their occupations and schedules made it important that the rides should not last too long nor cover too much ground.

A beginning was made with a nucleus of thirteen, who met one Wednesday afternoon during July 1939 and laid plans for the formation of a cycling club. Officers were elected after an initial ride of about ten miles, and a publicity program was begun. Though the appeal had been primarily to adults, with the time for riding planned to accommodate them as much as possible, there was soon an influx of college age young people. It was found that Wednesday afternoon was a good time for everyone, as the stores were closed on that afternoon during the summer. Sunday morning rides were also scheduled, with the group meeting at a central place at sunrise and returning in time for church services.

Club Organization

The form of club organization was purposely made very loose so that the club would be a flexible instrument. Instead of having regular dues assessments were made for special events, or, if food was to be provided, each person often brought something along. A committee was appointed to handle publicity and to notify members as to where and when rides were contemplated. It performed very efficient service. Within a month the club had grown to fifty members, and at the end of the season there were sixty-five on the roll. Average attendance on the rides was around thirty-five, though there were several occasions on which the entire roster was present. This is not as low an average as might seem apparent, for many of the students went home for week ends, and many of the married members had irregular work schedules which prevented them from coming out every time.

At the beginning, very few long rides were attempted, as most of the members had not ridden for years and had to get in condition slowly. There are a number of very scenic roads around Athens, however, that can be covered in two hours, and these were all explored pretty thoroughly. As weeks went by the club became more adventuresome and enjoyed a number of rides on some of the hilly roads which are typical of this section of the Piedmont. A number of special events were planned to add interest to the rides, such as watermelon cuts, wiener roasts,

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Some Adventures in Vacation Reading

The last day of school! How eagerly each child awaits with breathless anticipation that longed-for time! To him it means no teachers, no lessons, no books — just endless days which are his own. At first this newfound freedom is thoroughly enjoyed; but a week passes, then two weeks, and the greatly desired vacation begins to pall. The child needs a new adventure. In some communities there are interesting vacation reading projects provided by libraries which are helping to meet this need.

Westward Ho!

By JANE KITCHELL
Vincennes, Indiana, Public Library

IN THIS MODERN age it is difficult for boys and girls to visualize life without motor cars, movies or radios. Today the spirit of the pioneer, the glory of frontier days, is fading. Among the unique and romantic figures that have marked the development of the far west is the American cowboy, who will always be a hero among young Americans. Some thrilling stories of this period are still greatly discredited, yet his life was a series of striking and unusual themes.

In order that this atmosphere might not entirely fade, the Vincennes Public Library planned for the vacation period—a time to let off youthful steam—an intimate study of "Hair Pants Heroes" designed to give to the children what has been preserved of the far west that is still useful and beautiful. They see bucking broncos in the movies, know how cowboys dress, but cannot tell you why he wears chaps or bandanas. Back of it all is a reason, but the reason they do not know—interesting stories they have yet to read and enjoy.

The Main and North Branch libraries became the gateway to vacationland, as well as the source of advance information for parents and teachers.

The cowpunchers were divided into four groups, Bronco Busters, Buckaroos, Wild Rovers and Rough Riders, according to grades. At the time of registration, the boys were given chaps,

A demonstration, at the "rodeo," of the art of book roping was an exciting part of the program

the girls divided skirts, made by the WPA project which the library had sponsored for some fourteen months. The suits were made from coffee and bean sacks donated by several wholesale houses and grocery firms. Large straw hats were secured through the cooperation of the Kresge stores, each child purchasing his own hat for a nominal sum. Branding symbols made from bright colored cardboard were given for each book roped (read), which were clipped to the chaps or skirts, squares, circles, bars and triangles, each group having its own brand.

It was not long before the costumes took on a great deal of color. To stimulate a better book report, each week the child submitting the best report from each group was presented with a colored handkerchief with the brand of the special group stamped upon it.

At the close of the registration, Wagons Westward moved over the downtown streets led by the Chuck Wagon drawn by two dappled grays, the prize possession of one of the few remaining sales barns. (The Chuck Wagon carries the food the cowboys eat when on a round-up, pots, pans and kettles; the tail piece, which is let down, serves as a shelf.) This was followed by mounted cowboys, a float demonstrating book branding, and yelping, singing cowhands, guitars and harmonicas, reviewed by many adults who gave up their favorite radio programs to see the westerners on parade.

A Round-Up was held each Saturday morning, and at that time Foreman, Bosses, and Wranglers were selected for the best book reports, most books read and honorable mention. An intimate study was made of the life of the cowboy. It was learned "the profession of cowpunching reached its greatest height after the Civil War." The cowboy was reckless, fearless, yet possessed of chivalry. "He fought back the Indians, to him is credited, more than to the gold seekers or Uncle Sam's soldiers, the conquest of the west."

A Will Rogers day was held when his life, his achievements, and his memorials were discussed by the children in a most creditable manner. Cowboy lingo was studied. "Home on the Range" and "Comin' 'Round the Mountain" were the theme songs. Slides were shown each week through the courtesy of the Chicago Public Library which greatly added to the enjoyment and popularity of the occasion. Storytelling was part of each Round-Up; the tall tales of Paul Bunyan, Pecos Bill, one of the greatest cowboys of all ages, Holling's Book of Cowboys and Will James' stories were always popular.

The project culminated after eight weeks in a rodeo at Gregg Park for the children who had read ten books and were entitled to a diploma. The shelter house made an ideal ranch house. With much gusto Torky Chorbojian and Billy Ann Herr, mounted on ponies, were acclaimed the Champion Book Roper and the Sweetheart of the Rodeo; the cowboys circled around and sang to her "I Want to Be a Cowboy's Sweetheart." Mayor Taylor and the Park Commissioner broke all rules and regulations by allowing several trick ponies to perform some feats upon the green. Rodeo games of Bull in the Corral, Look out for the Wouser, Lariat Throw, Tenderfoot Relay, Ride the Rail and Chuck Wagon Races were played, and each rancher was delighted with a Lightnin' Jim ice cream bar appropriately wrapped in a cowboy wrapper.

A "Rootin', Tootin' Rodeo"!

Some 350 diplomas were awarded Book Week at a joint meeting of all Parent-Teachers Associations in the city, when a rodeo was staged. It was no place for city slickers, just a "cowboy's rootin', tootin' rodeo" where plaid shirts, gay bandanas, pistols and lariats were much in evidence. Here is the picture:

As the curtain rises the stage is set with bleachers, a ticket office and a corral to shoot the books through to be roped and branded. There is much noise, demonstration of rope spinning and whip cracking, cowboys presenting ten book brands for a seat upon the bleachers. When all are assembled the Champion and Sweetheart are presented, the entire assembly singing "I Want to Be a Cowboy's Sweetheart." Jane Duffy, an outstanding cowgirl, outlined the project to the parents, closing with a splendid recital of "Aren't We Lucky" which so forcibly points out how fortunate children are today in America in contrast to the war-torn world. Munro Leaf's "Watchbirds" was the book selected to be roped. A head and costume looking very much like Ferdinand the Bull were secured from a costume house and worn by two boys. After the roping and branding the characters came to life — Sniffers, Sulkers, Squirmers, Food Fussers, Bed Bawlers, along with Just Me, Greedy, Lazy, Flighty, Stubborn, cleverly impersonated by the children, presided over by two "Watchbirds." In closing, the youthful Champion denounced such characters as not being good

Americans, stating that to keep America the greatest country in the world its boys and girls must have a respect for themselves and their fellow beings, and that it is just as important to live gloriously for one's country as to die for it. Two things, it was announced, which help boys and girls to become good Americans, to "play fair" (Munro Leaf) are schools and public libraries. With the singing of "Home on the Range" the curtain fell on what the library believes to be its most worthwhile, as well as its happiest, vacation.

"Here possibly is the library's fundamental task . . . to help build the tranquil strength of the people — the kind of strength that stems out from experience of the things which challenge the spirit of man. And that, among other values, is the power to enjoy the beautifully simple things—like the wind making melody in an old orchard; like glancing rain across a window; like the strength of a great painting; like the lilt and rhythm of a poem; like a song across a valley in the evening; like green leaves in April and their golden age in October; like the long, long thoughts of youth; like the words of a great man or woman coming alive again from the pages of a book." — *American Library Association Bulletin.*

Much valuable assistance was given to the library in the material donated by the Hoosier Gas Corporation from their Old Stove Round-Up without which it would have been impossible to have the project as colorful as it proved to be. The word "Old Stove" was blocked out and "Vacation" substituted. Their bright colored pennants and hand bills were used to good advantage, the programs for the rodeo being printed on the back. This work was done by our WPA project which also made more than six hundred cowboy suits and colored folders.

The library was a bunkhouse for the summer; two life-sized cowboys mounted on bucking broncos, gayly painted and cut out of beaver board guarded the entrance to the children's room. A display was made of saddles, bridles (some quite rare found in the attic of a saddlery company), steer's horns and lariats, along with a display of cowboy pictures, some by Remington.

The Cowboy Project came as a suggestion from a little lad of eight years at the close of the Trek Back to Che-Pe-Ko-Ke Project of 1938. If our work is of enough interest to children, if they enjoy it to the extent they are looking forward to the next year, if it is possible for them to create, then we believe we are beginning to accomplish what vacation reading is designed to be!

A Summer Reading Program

By ELEANOR BENDLER

IN HILLSBORO, OREGON, the need for an interesting vacation activity has been met for some of our children by a new type of summer reading program which satisfies the child's desire for adventure and also stimulates an interest in reading better books. This program, as conducted by the Public Library, takes the form of reading contests. The first contest, which was held in the summer of 1936, saw the organization of a "Balloon Club." A city skyline was cut out of black paper and placed at the bottom of a white bulletin board, and the sky above was blocked off into ten horizontal spaces. Different colored balloons, a color for each grade, were cut out. As each child read one book his name was placed on the balloon, and for each additional book his balloon went up one space, so that it took ten books to put him at the top of the board into the stratosphere. The one who first sailed to the top in each grade from a particular school won the prize—a book, while the runnner-up received a notebook. Of course, in order to get credit for his book, each child had to tell the story of the book he had read to the librarian. In this way Mrs. Smith became the friend of each child and encouraged him to read further. The result was over four hundred reports.

The following summers the second and third reading contests carried the vacation readers "Around the World via the Book Route." The theme of the second contest was travel books, while the third took in any kind of adventure reading. The bulletin board was decorated with pictures of other countries. When each child read and reported on a travel book or story of another country, he was given a long traveler's ticket with his name, grade, and school printed at the top. He was credited on his ticket with the number of pages in any fiction book that he read, and double the number of pages in any non-fiction book. As he read another book the score was added on, so that it was easily seen which traveler had progressed the most miles. The tickets were long thin strips of colored paper about an inch wide with a fold division for each new book read. The tickets hung on the bulletin board showed that

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What They Say About Recreation

"IN A DEMOCRATIC SOCIETY there will always be a wholesome respect for the amateur, especially in the spheres of recreation and of social controls. We all tend to become specialists about something or other, and this cannot be avoided. But a specialist may defeat the democratic process if he does not know that there are points of view concerning reality and importance other than his own. When the professional knows that an amateur may step forth in a crisis and excel him in finding the way toward right action, he may be said to be the kind of a specialist suitable for democratic conditions."—*Eduard Lindeman.*

"The proper use of leisure is the first line of defense in the health field."—*Dr. George S. Stevenson,* Secretary, National Committee for Mental Hygiene.

"Today there is much talk about the conservation of forests, the restoration of land, and the lengthening of the span of life. The conservation, as well as the revival, of surviving folk heritages, must also claim our attention. In giving consideration to these things, creative artists now living may find inspiration for classic music, art, dance, and drama based on the American pattern."—*Thad Thomas.*

"To serve one's fellows is to give them what they need, what they enjoy, what is worth while. And if we are in search of the final term by which all our activities and all our teachings are to be justified, we must find it among those things the having of which is good and the lack of which robs human living of its values."—*Alexander Meiklejohn.*

"One who has not known the taste of a dinner cooked over the camp fire at the end of a day's hike to some remote and lofty mountain glade, who has not lain on a deep bed of pine needles and viewed the stars through lofty tree tops, who has not reached the heart of a friend and comrade around some glowing camp fire far from civilization, has missed a lot of the joy of living and the beauty of the land in which he lives."—From *Trails Magazine.*

"Leisure to do what? To use what education we have received to do the things we enjoy doing and have been taught to do; to come into contact with the beautiful things that God has put into the world and the things that man by his skill has added; to develop more fully our gifts and aptitudes; to round off our knowledge; to experience new delights of mind and emotion; to escape the drudgery of work and the oblivion of sleep in joys of our own choosing."—*Daniel J. Lord,* S. J., in *Hours Off.*

"The folklore of a land constitutes the unobliterated tracks of both individuals and nationalities that have crossed and dwelt on that land."—*J. Frank Dobie.*

"Recreation as a movement in the United States has directly or indirectly influenced every individual's life. It has changed government, industry, business, education and religion. . . . Municipal, county, state and federal governments are all assuming responsibility for the establishment and maintenance of public recreation facilities. Puritanical ideas of play as a vicious waste of time are giving way to the recognition of recreation as a fundamental need in the normal development of children, and as a socially desirable mode of expression for everyone. . . . Recreation is a function of democracy."—*G. M. Gloss.*

"The final test of the value of park and recreation facilities will be found not in the record of the annual total of visitors, but rather in the record of the uses which the visitors made of the facilities provided."—*E. Dana Caulkins.*

"Spare time is the time for adventure, for the satisfaction of inner drives and yearnings which are the legitimate expression of personality. Both for his growth and security every boy and girl in his childhood and adolescent years needs an outlet for energies, a chance to play under decent circumstances with other boys and girls. Denied this opportunity, children seek and succeed in finding dangerous and illegitimate outlets. Crime or criminal conduct under such circumstances is merely the search for adventure."—From the *Handbook on Interstate Crime Control.*

A Housing Development in Durham

But only birds need apply for houses in this very exclusive colony!

By JOHN CAMPBELL
National Recreation Association

IN 1937 THE City of Durham, North Carolina, received as a gift from O. B. Wagner and J. F. Barfield, a sixteen acre tract of land which was turned over to the Recreation Commission for the development of an area that would best meet the needs of the public. Realizing that a nature program is a very definite part of recreation, and that bird study is a definite part of a nature program, the city decided to devote this tract entirely to the preservation of wild bird life. This is one of the few park areas used exclusively for this purpose, and it has aided tremendously in fulfilling the ever-growing demand for the facilities necessary in the pursuit of such a worth-while leisure-time activity.

The Sanctuary not only provides food and shelter for literally thousands of birds, but it is in itself a spectacular display of nature as well. Through it flows a sparkling stream that divides the area into almost two equal sections of open fields surrounded by beautiful pine edges. These lowlands are dotted with group plantings of shrubbery and flowers and are joined with rustic bridges so that the creation of Mother Nature is left undisturbed. It is a place of peace and tranquility, despite the fact that it is located within the limits of the hustle and bustle of the city.

Nearly all types of birdhouses are located throughout the park, and numerous feeding stations have been erected to supply adequate food for the birds. Many of the birdhouses are secured from the annual birdhouse

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Children of the city's playgrounds supply birdhouses for the trees of the sanctuary

Our Tin Can Gardens

The authors, who are enthusiastic boosters for gardens, believe that if there is any perfect recreation gardening may well be a worthy candidate for the accolade! For it is a hobby, so they tell us, that "carries its riders far and well, and many side roads will be open to them."

By JOSEPH F. CASEY
and
STANLEY F. VINECOMBE
WPA Recreation Project
Fall River, Massachusetts

EARLY IN MARCH, 1936, WPA took charge of recreation in Fall River, an industrial city of 115,000 people. The School Committee and the custodian of school buildings were sponsors of the project. It became necessary to organize over two hundred workers, for the most part inexperienced, to operate more than thirty centers, indoors and outdoors. And yet it was decided that gardening must be included, not casually but as a complete program. Time was short, skilled leadership was lacking, but the children and the soil were there, both warming up fast. The thing had to be done and it was. By April first over a hundred gardens were under way. By May first 215 had been started.

The central plan laid down for 1936 has worked successfully in practice for four years and will be followed this year. In the four years 954 gardens have resulted from the plan, of which 724 were carried through to completion. How many more have resulted from these nobody knows, for like the atomic bombs of Mr. Welles gardeners set off other gardeners!

The First Hurdle Is Passed!

After a survey of personnel it was found that the writers of this article alone had had experience or training in gardening, and only one of them could be spared for field work. Six women and men had had personal gardening experience of varying worth. So leadership was the first hurdle and the highest one.

The leadership problem was solved by calling for volunteers from the general staff to learn gardening. Instruction sheets covering the essential phases of the prospective program were prepared. The chosen leaders were given a short intensive course in theory, followed by field demonstration and practice. After this each leader selected the site for his own model garden, which had to be approved by the program director, and prepared it for sowing according to the routine established.

In the meantime, at every indoor center the leaders had formed their clubs and the members had chosen officers and selected club names. Mental games based upon gardening and discussion of plans occupied the clubs until the weather had broken and the leaders had their model gardens ready for sowing.

While the club members were having their sites approved and were busy spading and raking, the leaders were busy with their own sowing. And so on throughout the season. From the first it was a hare and hounds race with leaders keeping one jump ahead of their club members.

For young beginners it was decided that twenty-five square feet of garden were enough to tend adequately the first year. This is our basic division, with larger gardens multiples of it, so we had all fertilizer and lime packaged in one pound lots, which is about the right amount for this area of new ground. Older and apparently abler members were allotted two or more basic divisions.

Sowings were decided by individual aptitudes, also by consideration of the probability of an individual remaining a gardener during the hot summer days after school closing.

Everyone Helped

The city finance board granted us money for fertilizer, lime and seeds. The city real estate department and a private corporation allowed us the use of the grounds of two abandoned textile mills, with water and watchmen, for community gardens for the neighboring club members whose dwelling yards were impossible. The largest community garden included eighty plots. Interested people and dealers augmented our supplies with seeds, plants, summer bulbs and a few tools. The tool problem, however, has always remained troublesome. Each club tried to buy one of each of the larger tools and each of these would travel to fifteen or twenty gardens in turn.

Where We Gardened

Where possible, gardens were located in the yards of dwellings. This almost invariably brought in members of the family and other residents as converts, orthodox or independent. Members without yard facilities who were far from the community gardens grouped together by arrangement on private land.

The search for land drove many boys to establish gardens in places which ordinary practice would condemn as hopeless, such places, for example, as ash dumps. So many old cans and other trash had to be cleared from these sites that we dubbed them "tin can" gardens and adopted them as our symbol, though our clubs also included many members who had the best of advantages and consequent results. The "tin can" gardens were all big producers, which says much for aged coal ash in gardens.

Since that first hectic year we have modified, expanded and contracted various phases of our program, naturally, as experience or necessity dictated.

A Few of Our Activities

We have found that most beginners have trouble raising flowers from seed in the open ground available to them. So we have secured space in a hothouse for starting the more difficult species for the less competent, as well as tomato plants for all.

In 1937 and 1938 we were flooded with requests for advice to elder gardeners. We did what we could. We added an advisory service for public or semi-public institutions. At the local tuberculosis hospital we installed and filled boxes and helped interested patients to sow and tend them.

Our leaders are now selected about the middle of February, about the time when our hothouse preparations for the coming spring are started. Clubs get underway indoors late in the month or in early March, for radishes can be started late that month. We have added some indoor work in pot plant culture, but lack of facilities limits this. A simple primer of plant culture was prepared for us by the garden columnist of the local newspaper and is distributed in quantity in late winter.

During March we are able to make use of a few improvised cold and hot frames for starting lettuce and cabbage. Second-hand loose bricks and second-hand sash are used. In March and April we conduct garden forums and discussions for outside organizations, which is about the only way we can afford to give time to adults in general. We encourage them, as we do our club members, to plant both flowers and vegetables.

Our mimeographed instruction sheets now number nine, most of them devised by us, but several based upon articles in periodicals. We make a practice of passing around other helpful printed material and make frequent inspections. Club members like to be inspected and all members are listed and graded, with a detailed assay of their gardens.

During the gardening season the keeping of scrapbooks is encouraged. We have held only one show, for which a dealer provided prizes of garden equipment. We give no prizes at all and have never seen the need of any, and we are well aware of many disadvantages. We do distribute choice seedlings to progressive club members. There are no charges, and expenditures by members are voluntary.

In the fall we sow all gardens, where this is practicable, with winter rye for conditioning and fertilizing.

Into the discussion which has developed in some quarters as to whether the spirit of competition should be fostered in gardening, we draw attention to our statement that we see no need for prizes, are even against them, and then state that the utilization of the competitive spirit is one of the leader's greatest aids. Our leaders try to place two private gardens near enough to each other so that progress is compared, but never obviously.

Our guiding principle in selecting club members—for the requests always have exceeded facilities—is a missionary one. Gardening lasts most people for life and is a form of recreation that stands on its own feet, needing no outside supervision once it becomes a habit. Consequently we try to include each year as many new members as possible, turning the old members loose as soon as they are experienced. Many set up gardens of their own accord. As one old amateur phrased it for us, if you "catch them young and start them right" the resulting benefit to the individual in physical and emotional health is incalculable.

Future Plans

This year we hope to combine in one venture the advantages of camping and of gardening. It is by no means assured, but as soon as circumstances allow we intend to establish a community garden in a natural setting with overnight camping facilities for one third of the gardening group in rotation every two days. For camp gardens, we believe, would add a wagon to a hobby already full of life and vigor. Its passengers would be carried more certainly toward that reserve security so valued in France and at last reaching appreciation here—that partnership with God's earth which has always cushioned the blows of economic adversity. It is, at least, an easily and pleasurably attained form of insurance against the disaster of industrial inadequacy. Such a fortunate result might well be an economic byproduct of what is essentially a real recreation for the average city person. The recreational value, however, is primary, for we know that the things we really live by are those creative things we do by choice—an increasingly difficult achievement in a world growing ever more complex.

Statistics and Commentary

	Gardens		Seeds Furnished		Cost to
	Started	Completed	Flower	Vegetable	City
1936	215	160	5	11	14.53
1937	470	300	10	14	49.22
1938	159	154	3	11	27.78
1939	110	110	3	11	19.57

Note: Cost includes fertilizer, lime and winter rye.
Largest garden: 7,500 square feet, 1939.
Smallest garden: 4 square feet, 1937.
Most vegetables included in one garden: 14, 1937.
Most flowers included in one garden: 8, 1937.
Fewest vegetables included in one garden: 2, 1937.
Fewest flowers included in one garden: 3, 1937.
Most transplantings: 22,150 in 1937.
Greatest extent of cultivated area: 2½ acres in 1937.
Fertilizer: 5-8-7 (All purpose). Lime: Hydrated.
Age of club members: Boys, 6-21. Girls, 7-18. Average 12-13.
Oldest registered age (not a member of a club): 52.
Proportions of plantings: Vegetables, 80 per cent. Flowers, 20 per cent.
Hours of leadership: April 180, May 360, June 360, July, August and September 135.

Varying yearly totals reflect leadership facilities. Our recreation project has shrunk from 220 members in 1936 to 65 at present. We plan to have the same number of gardens in 1940 as in 1939.

The number of gardens completed, that is, brought through to harvest or successful display, is indicative of the increased skill in the craft of the leaders we have retained from year to year, also of their keener estimation of applicants. Besides these two factors, groups handled by one leader are now smaller, as the club leaders are available for gardening only

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"The returns that one gets from a garden are of varied kinds. There are the material products—flowers, vegetable, fruits—to be enjoyed through the several senses and thereby doubly enjoyed. There is the physical benefit and enjoyable recreation to be gained from garden work. There is the pride of ownership of something fine and beautiful, and the inspiration of working hand in hand with nature in creating it. . . . And always there is the well-merited satisfaction of accomplishing something that benefits the community—of taking a step, however small, toward that noble goal—a more beautiful America."—*E. L. D. Seymour* in *The Garden Encyclopedia.*

Dramatics Come to Life

By MARGARET E. MULAC
Supervisor
Department of Parks and Public Property
Cleveland, Ohio

THE LITTLE FAIRY, dressed in a simple gingham dress but wearing a silver headband which indicated her authority in fairyland, stretched out her glittering wand, waved it very slowly over the heroine's head as she said in a slightly frightened voice: "I have goven you your wush!"

The Cleveland City Playground Drama Tournament was off to a thrilling start!

Of the seventy-six playgrounds operated last summer by the Division of Recreation, forty entered teams in the district semi-finals, and seven district winners plus one honorable mention group competed for the city championship in the Little Theater of the Cleveland Public Auditorium.

We had long wanted to introduce drama tournaments in our summer playground program, but lack of funds made it seem an impossibility. When, in the middle of the season, a representative of the Distillata Company approached the Division of Recreation and expressed a wish to sponsor some activity, we felt that we, too, had been "goven our wush."

Within a very short time the rules of the tournament had been outlined, the tournament organized, and the program gotten under way. A very intensive four hour drama institute was held which resulted in the admission for the first time by the men instructors that drama was fun!

Rules of the tournament were very simple: plays must be non-royalty or original adaptations; maximum playing time was to be twenty minutes —minimum playing time, twelve minutes; maximum number of players, twelve—minimum number, four; drapery was to be the only background and various settings were to be suggested by properties only.

Judging was done on the following points: choice of play; direction and teamwork; movement and pantomime, voice and diction; makeup and costumes; properties; general effect on audience. Groups were given from one to seven points on each item. In every contest competition was so keen that often the semi-finalists won by less than a point. In the finals there was less than four points difference between number seven team and number one, and less than one point between teams one and two.

The plays ranged from *Tom Sawyer* to *Ferdinand the Bull,* with children ranging from six years to sixteen. (Next year we shall have two divisions.) There were peace plays and problem plays with gangs of toughies that would make the Dead End gang envious. There was even an original play, *His Mother's Memory,* that was a tear-jerker from the opening curtain to the last woefully spoken: "Gee, if I ever get out of this mess, I'm going to turn over a new leaf!" A very lovely skit written around Stephen Foster's *Jeanie with the Light Brown Hair* had a simple ballet group, a speaking chorus and a singing chorus, and two principals all in a cast of seven!

Semi-finals were held in the gymnasiums of the recreation centers or in small theaters loaned by the settlement houses in the districts. In most cases the plays had been rehearsed in a far corner of the playground, and costumes and props made at the same time. There was great interest exhibited by the parents and their help was enlisted.

The sponsor furnished soft drinks at all the semi-finals—a greatly appreciated service with the sun beating down through the skylights! The sponsor rented an auditorium in downtown Cleveland, and on the next morning played host to four hundred contestants at a theater party where *The Wizard of Oz* was the feature. After the party the president of the Distillata Company presented the awards.

We feel that the tournament was a success

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Dramatics will play an important part in the playground program this summer. "Our thoughts are now being concentrated on the forthcoming outdoor matinee season in which children from our fifty municipal playgrounds will participate," writes Minnette B. Spector of the Los Angeles Playground and Recreation Department. "The children are all eager to take part again in these performances, which add so vitally to their summer enjoyment, and all are looking forward to the opportunity to indulge in their favorite entertainment of 'make believe' and 'dressing up,' especially since we have added so many new costumes to our Workshop supply."

Camp Fire Girls Learn to See

By C. FRANCES LOOMIS

"The more I think of it, I find this conclusion more impressed upon me, that the greatest thing a human soul ever does in this world is to see something. Hundreds of people can talk for one who can think, but thousands can think for one who can see."
—*John Ruskin.*

THERE SEEMS to have been a great spurt of interest in nature lore among Camp Fire Girls since we revised and expanded our nature program at the time the whole program was revised three years ago. Perhaps the fact that so many people had a voice in the revision is partly accountable for the increased interest. In preparation for it we had been accumulating the suggestions of Guardians, Executives, camp counselors, and nature specialists who had been acting as advisors. Nor did we overlook the very pertinent suggestions that came from girls themselves. Suggestions from these many sources strongly influenced the reshaping of the nature program. Several times before we put the revision into form for printing we sent tentative drafts to advisors in all parts of the country and made the final draft in the light of this advice. The resulting program, we felt, was challenging and broad in scope.

The trends in the revised program were towards the following:

To develop clearer realization of the interrelations in nature; hence less emphasis on identification as such, more emphasis on how things grow and live and react on one another.

Not to pigeonhole "nature," but to show how interest in different phases of nature might grow out of or lead into interest in other activities.

To provide opportunities for the least experienced and challenges for the more experienced.

To suggest activities attractive to girls in different parts of the country and in different types of situations,

Camp Fire Girls from New York at Camp Taulalac at Palisades Interstate Park are clearing away the dead branches and making a nature trail

Acme News Pictures

urban, rural, and others: hence to make the program very flexible, with a wide range of choice of activities.

We kept in mind, of course, our fundamental objective of helping the girls recognize, understand, and appreciate the beauties and wonders of nature. This for the pleasure and satisfaction it will give them now and in later life as well as for its effect on their mental and emotional development.

Each year we choose some of our regular program activities to highlight in a special project, and year before last, because of the growing interest in nature as manifested by Camp Fire Girls and the general public, we chose conservation. We were surprised at the enthusiasm of the girls for what, to many, may seem a dull subject. One answer may be in the fact that in camp and in their Camp Fire groups they had already become interested in many of the activities suggested. Another reason may have been because the suggested activities represented a wide choice of things they could really do individually and in groups, learning as they went along many of the challenging facts about the need and means of conservation in this country.

We were anxious that our program should be basically sound, so we first consulted Government services and other organizations concerned with conservation, such as the Soil Conservation Service, the Park and Forestry Services, the National Association of Audubon Societies, and the Conservation Committee of the Garden Clubs of America. We not only benefited by their advice in planning the project, but, with the endorsement of the national offices, paved the way for local cooperation. This was one of the outstanding values of the project—the bringing together of these young people with those vitally concerned with conservation in their own communities.

Some Group Activities

Among the group activities suggested, visits to demonstration areas of the Soil Conservation Service were very popular, especially when this was closely related to a study of camp grounds and picnic areas. For example, the girls in Buffalo, New York, made a model of their camp to show erosion. They made a report to their Camp Committee about what they thought needed to be done, and the committee has taken steps to carry out plans suggested. This included the planting of thousands of trees, with which the girls helped. Making nature trails, establishing bird feeding stations and bird and wild flower sanctuaries, special plantings of nut trees and of trees and shrubs that are both ornamental and attractive to birds, were other popular activities. Sometimes this was done on public grounds with the cooperation of the Park Commissioners.

Diaries of "My Favorite" (plant or animal) were popular with younger girls. They made illustrated notebooks recording the environment of their "favorites," the hazards they faced, and what might be done to help them flourish.

Exhibits and public programs spread the interest throughout the community. Though this project was launched as a special activity in 1938, it was based on the regular nature program, serving to stimulate interest in conservation, and we are pleased to note in reports of Guardians and nature counselors that this interest seems to be continuing. We have been able only to touch briefly on a few of the activities enjoyed by the girls, but will be glad to send an outline of the conservation project to anyone requesting it.

An activity that we suggest to older Camp Fire Girls is that they choose a small tract of land and explore it just as far as their interest will take them. Often it takes them pretty far. We read the accounts of some of these explorations with great pleasure. The whole staff at headquarters had to take time off to hear Betty's description of "My Domain—by Right of Discovery," a tract of land in western Kansas which seemed largely made up of three large gullies and a limestone cliff. Long a favorite objective for horseback rides because of its current bushes and wild grapevines, now most of the vegetation had been killed by dust storms, but still there was much to observe and record, including the evidences of erosion. Our favorite character was young sister Susie who was pressed into service to carry equipment on the days when Betty made her notes—poor, faithful Susie, who was afraid of spiders but bravely pushed through masses of spiderwebs to follow Betty as she explored the gullies, who slipped on the loose limestone at the top of the cliff and skidded all the way down, who observed a vine too closely and next day broke out with poison ivy rash! Geology and insects most deeply engaged Betty's attention, though various plants and a few animals were delightfully described. Prize discoveries were a turtle shell, a hawk's nest —and fossils. The report was illustrated with

photographs, in some of which we were glad to find sister Susie.

Quite different was the experience of Carolyn on the coast of Washington. Her favorite tract of land was a state park and her greatest interest lay in exploring the rocks at ebb tide. Her description of the procession of plant life from the rocks inland was interesting ecologically, and we enjoyed with her the flight of yellow warblers and her delight when she first recognized the Nuttall white-crowned sparrow and its clear, sweet song. To read her report, which was illustrated with pen-and-ink sketches, was to share the sort of enriching experience we hope many Camp Fire Girls may enjoy.

We feel that it is particularly important that nature study should not be pigeonholed as such, but that every hike and camping trip and many group meetings and individual interests can lead to an increased familiarity with nature. At camp this is worked out by the camp director and nature counselors in various ways, most successfully, we feel, when a procedure somewhat like this is followed:

The camp director engages the best nature counselors she can lay her hands on—counselors who not only are trained in natural science but have the ability to imbue others with their enthusiasm.

She appreciates the fact that interest in the camp environment is an asset to every counselor and chooses the rest of her staff as much as possible with that in mind.

From the beginning of the pre-camp counselor training conference, interest in the natural surroundings of camp is stimulated so that by the time the campers arrive they find that the swimming counselor can show them a kingbird's nest in a dead tree trunk on the water front, and the camp craft counselor helps them to "see" when they are on their hikes and campfire cook-outs. Instead of a couple of periods a day when they can "take" nature, they are aware of it most of the time and can, with the nature counselors, satisfy curiosity and deepen appreciation aroused along the way.

Special table decorations, what-is-it mysteries on the bulletin board, a weather bureau, sharing of special finds, exhibits that find their way from the nature den to the porch of the main lodge, all help to spread interest, the more spontaneous and the less forced the better. But most important is the counselor keenly alive to her environment who can help campers see, and help them find the answers.

How a whole camp became conscious of the variety of wild flowers on their camp grounds is illustrated by this account of a wild flower show at the Detroit, Michigan, camp:

"Each cabin was asked for a contribution to our wild flower show. Some of them were surprising in their originality and attractiveness. Both campers and counselors responded beautifully. A striking centerpiece was arranged using a white washbasin from one of the cabins. Cattails and huge orange day lilies were combined to form another beautiful arrangemnt. A few days before the show, a loose old stump was planted with ferns and dainty flowers. By the day of the flower show the plants were growing beautifully, so the whole was transported into the lodge and was judged by all as the most unusual method of display. Dainty miniature gardens in washbasins, boxes, and one on a table top, were created. In collecting our flowers, we observed the sim-

San Francisco girls at Camp Wasibo can differentiate between poisonous and harmless snakes

ple rule of picking one flower only where we could see ten more like it. This way we avoided stripping any spot. The handcraft department helped with several flower posters. The value of such an activity lies in the fact that it helps to familiarize children with the common flowers of the camp vicinity, many of which are usually regarded as weeds, and to demonstrate how, by artistic arrangement, their beauty can be brought out. For example, one of the most striking bouquets was made by combining Queen Anne's lace with the rusty flower of the common narrow-leaved dock, which covers hillsides and fields. A flower show is a type of exhibit which might well be repeated every year. Differences in organization and arrangements would keep it from becoming too hackneyed."

What is possible at camp under trained leaders is not always attainable in a group under volunteer leadership, but the trend does seem to be towards a greatly increased interest in nature activities and more capability on the part of our Guardians. We help our leaders all that we can through our own publications and by recommending particularly usable books in this field. "Adventuring in Nature" by Betty Price, a publication of the National Recreation Association carried by our Camp Fire Outfitting Company, has proved a best seller. We make a special effort to catch the interest of Guardians who attend National Summer Training Courses. These are given at camp, and the locale is favorable to awakening the interest of even those Guardians who are still wary of nature lore because of their own lack of interest or of confidence in their ability. We have been fortunate to have such inspiring leaders as Dr. Harold Madison, formerly director of the Cleveland Museum of Natural History; Dorothy Treat, now on the staff of the National Association of Audubon Societies; Dr. William Alexander, of the Buffalo Society of Natural Sciences; and others who were able to give Guardians, in a few days, a taste of what a nature interest might mean to them—and start them on their way.

Museums of natural history have been most cooperative in organizing or helping with local training courses, and such courses as those given by Reynold Carlson of the National Recreation Association have proved most helpful to Guardians. Many colleges are now offering courses in nature guiding, and we encourage attendance at these and at the special nature schools. The interest of the girls only awaits stimulus and guiding. The problem is still one of leadership, but this is less of a problem than it was a number of years ago, thanks to these opportunities for training, and the generally more widespread interest in nature study.

With all the effort put into the nature program, we should be disappointed indeed not to see an increasing interest among girls, but we are especially pleased and still a little surprised to find adult leaders becoming nature enthusiasts.

Here is a farm woman, Guardian of a rural Camp Fire group, who sends us her diary of "Just Common Birds," with its story of the killdeer's nest and eggs that were saved from destruction because the man at the plow knew of her interest and wanted to show it to her in his field.

Here is a woman in a small town whose developing interest in astronomy is being shared by husband and neighbors, both parents and children, as well as by her Camp Fire Girls. Besides star-gazing sessions on her lawn, it has meant delving into books, making a telescope, and a trip to visit an observatory.

Here is a socialite who has turned the extensive grounds around her home into a bird and wild flower sanctuary where Camp Fire Girls may explore at will, and who has discovered there much she never knew existed before she started exploring herself. As evidence, she sends us a map gaily decorated with water-color sketches of her discoveries.

Best of all we like the story of two mothers (who were also Guardians) and their daughters, who spent a happy summer earning a Camp Fire rank in nature lore. They made all-day trips to state parks and forests, took their families along, and treated them to delicious campfire meals as an added attraction. Each excursion had its special interest. There were rock formations to study, unfamiliar plants with which to become acquainted, shore life to explore. Experimenting with edible plants, they picked huckleberries for pie and made teaberry tea, once considered such a reliable remedy for rheumatism! They tried taking photographs of wild animals and almost gave up in despair until a pompous frog agreed to pose for them.

Park superintendents and foresters were so delighted with people who had other ideas than just picnicking that they were most cooperative and took pride in showing off the unique features of their domains. In between trips there were collections to arrange and visits to the library for books to help them find out more about their discoveries. They started a nature library of their own, visiting the State Conservation Department and the State Advertising Council and getting their pub-

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Anchors to Nature

Courtesy Essex County, N. J., Park Commission

By SYDNEY GREENBIE

"Do you know what I should do with the first, full round hour that was all my own?" asked the Office Wife, looking wistfully away from her typewriter, out of the great windows thirty stories above ground. Below, the Hudson River lay stretched out like a relief map. "I mean," she went on, "the first hour which I can have to live and not merely pay the sixty minutes for something to live on, the first hour that belongs to *me*."

"What will you do?"

"I shall go out and look for wild flowers — to look for the first wild flowers which I have not seen for years. I look from this office window all winter, and time slips so suddenly into summer that I never seem to know when it is spring. Some day I mean to take off time in spring to look for those fragile, gossamer little things that break through the last snow of winter before hardier things come again to life."

From far above the lowering city clouds, buffeted as she was by subway currents, by the shrieking noises in the "masts and rigging" of skyscrapers, disturbed by the swells of mass psychology, this simple child of the city was throwing out anchors to nature to steady the longings of her soul. For all of us are timid before the overwhelming forces of the world around us. Though we long for the soothing delights of forest and hill, we feel naked and unprotected and alone when we try to face even the woodlands in spring. We feel that we must have with us some staff or symbol of security by way of a sport or hobby.

It is too awesome just to stand on our own in the presence of nature. The hunter carries his gun, not so much to kill as to guard himself; the scientist takes with him the means for making familiar the unseen forces; the photographer feels that into his little box he can snare the fleeting denizens; the fisherman, that his rod will haul the pluckiest little fighters of the deep. On boats the engulfing waters cannot drag you down; through telescopes, the stars lost in the universe come down to us; in hiking boots, neither bramble nor pebble nor snake can stay your stride. Man is always seeking to circumvent the denials of the earth, penetrating them, dissolving, removing, overtaking.

And always, when we cut loose and launch ourselves alone, or in the company of two or three kindred spirits, upon the woods, on the open road, on the long slope of a snowy field, on the frozen pond, or even seek the seclusion of the garden and the company of the phlox and the bees, there is an immensity in nature that is like the immensity of the sea. This wind, this sky, this sunshine, this self-absorbed life of organic creatures puts our narrow, busy ways to shame. No man can stand alone, in a meadow, on a dock on the river without realizing how unimportant is his own web of little cares in

Through the courtesy of the author and of the publisher, George W. Stewart, 67 West 44th Street, New York City, we are presenting extracts from a chapter of a book, "Leisure for Living," which was published last spring.

this great scheme of things. And so when we go forth into this world beyond our man-made affairs we need some simple activity, some excuse of curiosity or physical exercise, to serve as our anchor in this great ocean of being.

Anything will take us out of this man-made world—a bicycle, a pair of hiking boots, and a pup tent; amateur science or nature study; sports or games; pageants and fiestas. A thousand simple instruments lie at your hand, and any one transports you into health and revivifying experience.

See then the mighty hosts of knights of joy go forth into the wilds, singly and in pairs and in groups. With the motor car cumbering all open ways, many seekers for solace turn to the bicycle or to their own feet. The bicycle is to the motor car what the canoe and rowboat are to the steamer. No one who has crossed the ocean in a luxury liner knows what a sea voyage really is; to know the sea, one must travel by slow ships, and best of all, under sail. So, too, the hurried crashing through space along the highways affords little or no real contact with the world about. The smells, the sounds, the ups and downs of earth, the lights and shadows are all blurred into one kaleidoscopic sensation of mere motion. It is all well enough to enjoy speed, but to live on speed alone is not more satisfying than to live on bread alone. It is therefore a healthy sign of return to some normality, that more and more young people are taking to the bicycle, not merely because it is more available and less expensive, but because it is living on many planes rather than one.

With only a few necessaries strapped to their handle bars, thousands of happy souls swoop over the landscape on bikes at the rate of a hundred miles a day. Keeping off the main highways, they picnic in strange woods, stop for a dip in some hidden stream, and turn up now and then at some friend's house to which a change of clothes has been shipped ahead.

For those to whom even this is far too modern, there is recourse to that ancient and ever-trustworthy steed, Shanks' Mare. With pup tent and hiking boots for ballast, the tides of nature will carry no voyager too far. With youth hostels as ports of call everywhere along well marked trails, where they can sleep for twenty-five cents a night, the hat never was which could not find a happy home at will. Sallying forth with all worldly goods on their backs, they may gather hikers on the trail or go on and on alone, literally escaping on their own feet from the cares and restrictions of life.

There is much false jabber about the psychology of escape, the impulse to run away from one's troubles. But why should one not run away from them? The trouble is more often that men drag their cares along with them. Escape, if it is from wrong thinking to right thinking, from brooding and boredom and loneliness into vivid living, is not only necessary, but it is the only healthy way for the psyche. What did nature provide feet for if man is to turn them into roots? And from no liaison with leisure does a more happy outpouring of released good feeling come than from this living out of doors.

For most towns, there lies within easy range a world of ever changing wonders, now grey with rain, now warm with filtered sunshine, now black with the November menace. Doctors, engineers, salesmen, factory workers, college boys and girls, meet in the outskirts of cities to become new people. They become just woods people, sitting beside their camp fires, swimming in lake, pond or sea, fishing in tumbling streams, or stalking deer quietly. What they talk about when they meet would not move armies or stir senators, it would not sell stocks or settle strikes, but it has transformed civilization and taken the meanness out of money changing. Inversely, it has reminded Babbitts of their souls and saved many a grafter from perdition.

For the encouragement of the exodus to the wilds we need more and better mountain trails, more and better bridle paths, and above all, paths for pedestrians along our highways. With our urban life encroaching so violently on the country, in sheer self-defense the individual still down on the ground with his feet should get a chance to exercise them as the first approach to nature. Motorists must share the highways with pedestrians, but both are driven neurotic with the misplaced demands of each. Carrying no lights and no reflectors, the unfortunate hiker, if at all absorbed in his walk, jumps constantly off the road, sometimes to his amusement, sometimes to his chagrin and too often to his misfortune. Millions for roads but not one cent for the human foot, seems to be the policy. Adequate paths along the highways, or circling off through fields and woods, would save lives and increase happiness and enhance property values and reduce ill-mannered recklessness. There seems no reason why, as the late Edward A. Filene suggested, every contract for a highway should not include a portion for footpaths.

The return to the wilds is more interesting to many if they make friends with the creatures who live there or collect some kind of treasure such as rock crystals. To men like Carroll Lane Fenton a dull strip of Florida coast becomes an absorbing rendezvous for the horseshoe crab. He finds that the moon-snail of Maine has a strange way of hunting and eating clams. Throwing over his nets, William Beebe drags up in one hour from the surface of the sea, millions of creatures to sight unseen, that take days and weeks to classify.

Contact with the wild creatures is open to us everywhere outside of the great cities. Out upon every doorstep innumerable creatures are disputing possession of this world with men, leading their own cheerful, egotistical little lives as if your property were theirs. With a lordly air Buttons, the cat, steps out upon the lawn prepared to defend our domain against the grey squirrel laying in his winter harvest of horse-chestnuts. Does the little thief run away to avoid arrests? Listen to him. He is daring the cat to catch him, but he does not run. Underneath the sunroom a skunk has made her home for generations, and now and then she strolls defiantly about the lawn giving her kittens an airing. Somewhat disturbed, because after all he doesn't like me any more than I like his quills, a porcupine has taken refuge in a tree and sits and stares, resolute in his right of eminent domain.

Looking for inanimate treasures is no less effective than the study of living creatures in making an adventure of one's contact with the world beyond our human concerns. Keith, as a country boy knowing his own landscape well, has had his eyes opened by his friend, the artist, to the revelations of science. So he has invested in a microscope that he may extend his limited knowledge about minerals. Here is the hard, forbidding world of rocks and stones, but here also is his hammer and a canvas bag for specimens, and Sunday, far from being profaned, is made more holy with a deeper insight into God's most lasting creation. Evenings and rainy days he puts order and reason into these specimens, mounts them in little pill boxes whose interior he has painted black, and labels them with the legends of his progress in his favorite pursuits.

As the geologist looks into caves or sees only rocks on the shore, so the driftwood maniac goes about, like the alcoholic, seeing snakes in weathered stumps and saplings, or Chinese jade carvings in gnarled roots. The faces, the forms, the twisted relics tie the under-earth reachings of the world up to the wildest imagination. In my own study they serve as end-post to a bannister, as bracket for electric light, as door-stoppers, even as for Eugene O'Neil they served as visions for his personages, and as significant suggestions in the painting of Waldo Peirce. A collection of driftwood

"It is too awesome just to stand on our own in the presence of nature."

Courtesy Essex County, N. J., Park Commission

provides such a gallery of hitherto unknown beasts as is only to be equalled when the Dartmouth students get busy with snow sculpture and decorate the campus with imaginary polar fauna for their winter carnival.

An so these ties that bind us to our objective world are the links in the chains that anchor us to nature and its truth. In order that this chain may be flexible, mankind has from the beginning of time sought to domesticate animals.

To us the dog has become the perfect link with nature. When we are shut up in our city apartment, he is even more a reminder of our open lives than when we go forth into the forest with this little creature at our side. Out of the heart of nature he has come to us, and he takes us back into its heart with a happy good will. Himself a creature of intense affection and loyalty, he evokes from us a reflection of his love. Our kindliness he exercises in relation to an unkind world, and misses perfection only in that through this inordinate trustfulness he is prepared to betray all other wild things to us.

If, on the active side, the dog takes us out of our limitations into the spacious world, on the passive side, the cat spells rest and self-sufficiency. The cat is soft padding in the friction of chain against flesh. If there is a galley slave who has forgotten the pain of the chain on his ankles, the spirit of some cat must have lodged itself beneath the iron. If there is restlessness in your soul and itch in your feet to wander, the cat will seat herself upon your lap and say "Soul, be still!" and I defy anyone to rise from his chair until his cat makes up his mind to step loftily from it. There is no greater fallacy in life than that a cat has claws. I have had cats for years and know whereof I speak. She has thorns, perhaps, but who is foolish enough to bring out the thorns under roses?

There is a way of transferring to the country even the artificial machinery of social life and finding it transformed by something the city can never give. Mrs. Yardley presides over collective golf on beautiful lawns in summer, gay fox hunts or grouse shooting on the moors in fall, ice fishing and skating in winter, long rides over hills and valleys on horseback in spring.

But even more gregarious collective enterprises brighten our lives. Kenneth Bruce, as lecturer, keeps track of the seasonal feasts and pageants beginning to develop all through the country — from Apple Blossom Fête in the Shenandoah Valley, the Annual Masque of Yellow Moon Pageant at Phoenix, Arizona; the Rose Show at Santa Rosa, California and Portland, Oregon; the Float Night at Wellesley; the Corn Dance at San Felipe, New Mexico; the Azalea Festival in Charleston, South Carolina. "These celebrations are growing, and soon we shall have the circling round of the seasons marked as of old with appropriate ceremonies and drama," says Bruce. But we have far to go yet before we develop any adequate pageantry. One of the greatest dangers in all these celebrations is the too obvious commercialization, though few of the great pageants of history were free from this. Inevitable as this must remain, need the hotels and automobile clubs blare their wares so blatantly? Can't the Chamber of Commerce remain a bit discreetly out of sight?

These fiestas make us conscious of the beauty of our land and begin to gather around individual spots the kind of lore that has grown for centuries about places abroad. Many old civilizations like China and Japan have through the centuries developed a kind of poetry and ceremony of place, a geographical ritual of affection and worship. Shrines along the roadsides have enhanced men's consciousness of the presence of higher things. Making shrines of beautiful places has exalted the human mind, with the gods living on the Greek mountains and the mountains themselves being sacred, as in Japan. Thousands of Japanese, old and young, and even ancient, make the ascent of Fujiyama annually; millions leave business and pleasure to view the cherry blossoms or hurry out to spy the first peach blossoms in spring; the same millions clamber over the mountain sides to tint their souls in the delicate red leaves of the maple in autumn. Great religions and leisured classes

"Lucky are those people, young or old, who know how much of beauty and spiritual awareness can be gathered unto their souls from the great outdoors. To know how amazing are all other forms of life is to know more implicitly the divinity of the whole—to know more completely what to bring to our own lives. And fortunate indeed are those who have been guided in youth toward this appreciation. Today, just as truly as in the mellow reflections of Omar Khayyam long ago, mankind has been granted a spiritual heritage—a strange deep beauty and peace—a nearness to God—out under 'that inverted bowl we call the sky.' "—*J. Otis Swift* in *The National Parent-Teacher Magazine.*

have everywhere taken the lead in establishing such ritual of nature loving.

We have natural shrines in America as magnificent as any in the world — such as Niagara Falls and the Grand Canyon—but so far we have made of such only a pilgrimage for brides and grooms. The government, through its National Park Service, has snatched some of our grandest sites from the clutches of selfishness, and communities here and there and even private persons are extending this.

So by one trick or another, man defeats the materialism from which he seems never to be able wholly to escape. At one moment, he utilizes all the collective force of invention and imagination, at another, he falls resolutely back upon his own inner thoughts or feelings. Whether it is in the use of a steamer for a sea trip or a canoe, whether he takes sketch-book in hand and jots down scenes and colors or taps a croquet ball across his lawn, he is a materialist only to the degree that he fails to enhance the little instrument at his disposal for living.

At no time since man began has there been so much love, and opportunity for love, of nature as today. Ruskin, and in our time, Havelock Ellis, point out that the ancients never knew wild nature as we know it, nor did it enter vigorously into their thinking. Greek art, says Ruskin, concerned itself with man, and the mountains were for the gods, safely to be let alone. Theirs was a city civilization, involved in the problems of men, and nature was tamed and brought safely within the walls of the garden. Beyond, all things were fearsome and unknown, and the word that comes down to us as *horrid* was first used as *horridus,* bristling, referring to forests. But with the conquest of America and the exploits of the trappers and the pioneers, the unfamiliarity with nature grew, till the train and the motor car dispelled all fear of the open, so that no longer is there any spot where our feet have never trod.

Youth naturally takes to the open world, but nothing comes with greater thrill and revelation than discovery of the outdoors made late in life. Some have shed the dry husk that had grown about them and come out on wings like the locust. So Hutchins Hapgood describes his delight when late in life he learned to drive a car, and driving over country roads seven miles for his groceries, with his dog in the seat beside him, he felt like one whose stiff old joints had by some miracle been made lithe again. So an old man in his seventies has learned to ski, and found in a tumble in the snow a delight the boys whooping past him can in no wise know till they too are old and try something hard for the first time. So to Bernarr Macfadden, having walked himself into fame in his youth, and driven himself into boredom in his middle life, took to soaring into the air as a pilot in his own plane at sixty-eight.

But not all civilizations have enjoyed nature, and some of the finest seems to have got along without doing so at all. Nature is not a kind mistress, and man has found it well to provide himself with powers greater than his own to keep her sweet and amenable. Hence the machine. And what is wrong with enjoying nature from the vantage of that machine, just riding, just moving? What is nature? Does Einstein enjoy nature when he roams the realms of relativity? Isn't music nature? If so, isn't speed and motion only another form of rhythm, another way of experiencing objectivity, of breaking through illusion?

There is a perennial snobbery of mind which makes certain things culture and calls down scorn upon others. Professor Stalwart exhorts you to read as the greatest good and tells you not to wander over the hills unless you are studying geology. He is merely doing what the advertiser does who in an unctious voice exhorts you not to buy any cigarette but his. If the lowly peasant absorbed the beauty of nature inadvertently while lashed to the plow, why may not the youth with his foot on the gas do no less? Each of us has a God-given right to enjoy what he likes in his own way. Our pleasure is but an earnest of a soul of beauty that may some day grow for us, too, even out of nature controlled by the machine.

For as civilization, and especially mechanized civilization, increases, what remains of wild and growing nature on this globe will become increasingly precious. There is no society that can repay us for loss of sylvan solitude, no vitamins in tablets that can be to us what the taste of the wild strawberry plucked with our own fingers is. For the individual, whoever he is, of any class or opportunity, there is always the great democracy of wild nature—of the earth and that sea from which we all sprang and which receives us back stripped of all privilege and power. How can it matter how we come by that beauty, whether in an ox cart or in a limousine?

"At no time has there been so much love, and opportunity for love, of nature as today."

Appalachian Trail Conference Activities

Almost entirely the result of voluntary efforts of outdoor organizations and interested individuals, The Appalachian Trail is over 2000 miles in length

By DORA MARQUETTE
Vice-Chairman, Publicity Committee
Potomac Appalachian Trail Club

"In the mountain wilderness of the eastern United States, there has been developed and is being maintained for recreational purposes, a footway for the pedestrian known as The Appalachian Trail. As a continuous marked route for foot travel only—the longest in the world today—it is a mammoth amateur recreational project originally almost entirely the result of voluntary efforts of outdoor organizations and interested individuals."

TRAVERSING fourteen states along the crest of the Appalachian range from Maine's finest peak, Mt. Katahdin, south to Mt. Oglethorpe in Georgia, the southern end of the Blue Ridge Mountains, The Appalachian Trail passes through two national parks, eight national forests, and many smaller state parks and reservations. The elevation of the Trail varies from its highest altitude of 6,641 feet at Clingman's Dome in the Great Smokies to slightly above sea level where it crosses the Hudson River. Originally estimated as a 1,200-mile trail, its construction and measurement have shown the distance to be some 2,050 miles in length.

How the Trail Started

The Appalachian Trail project was originally proposed in 1921 by Benton MacKaye of Shirley, Massachusetts, who conceived the vision of a master trail which, for the ordinary walker, should be practically endless. His desire was that it should be the development of a primeval environment, a source of rejuvenation in nature, a retreat or refuge from a civilization which was becoming too mechanized. He gave expression to his plan in an article in the October 1921 issue of the *Journal of American Institute of Architects*. His proposal aroused the interest of many individuals who became volunteer trail workers and carried forward the location and construction of The Appalachian Trail. Their activities led to the organization of clubs inspired with the desire to participate in the completion and maintenance of the Trail. The clubs around New York City were the first to undertake actual work on the Trail, the first section being opened and marked during 1923 in the Palisades Interstate Park.

The formation of clubs resulted in the creation of The Appalachian Trail Conference, a federation of trail clubs which became the fostering parent of The Appalachian Trail project, coordinating the activities of the scattered organizations, insuring the completion, continuity, maintenance, perpetuation and utilization of The Appalachian Trail. The first Appalachian Trail Conference was held at Washington, D. C., in March 1925.

As outlined in its Constitution, the Conference was formulated for the purpose of promoting, constructing, and maintaining a connected trail, to be called "The Appalachian Trail," running, as far as practicable, over the summits of the mountains and through the wild lands of the Atlantic Seaboard and adjoining states from Maine to Georgia, to be supplemented by a system of primitive camps at proper intervals so as to render accessible for tramping, camping, and other forms of primitive travel and living, the said mountains and wild lands, as a means for conserving and developing within this region the primeval environment as a natural resource.

In August 1937 the entire length of The Appalachian Trail was initially opened. The activities of the Conference have been numerous and varied to meet the requirements of a unique undertaking of such magnitude.

The Conference is now divided into six districts: New England, New York-New Jersey, Pennsylvania, Maryland-Virginia, Unaka and Southern. Each district has three representatives on the Board of Managers, the governing body of the Conference. Its administrative functions are conducted by the Chairman of the Board.

After the Trail had been constructed, marked, and measured, the major problems of the Conference became the continued maintenance, necessary relocations and improvement in the route and marking of the Trail, construction of side trails, preparation and issuance of guidebooks and maps, construction of a chain of shelters and lean-tos a comfortable day's journey apart, development of trail maintenance technique, assembling of equipment data for trail users. publication of a Conference trail-news magazine, publicity to assure utilization of the Trail, and plans for protection of The Trail and its surroundings as a wilderness area.

With few exceptions the entire Trail route is now apportioned for maintenance among the various trail clubs.

The Trail Marker

There was much experimentation in the development of a standard trail marker. Trail insignia of The Appalachian Trail are four-inch diamond shaped galvanized iron markers or square copper markers, bearing The Appalachian Trail monogram and "Maine to Georgia" legend. For the marking of the Trail route itself, except on high standard graded trails, rectangular paint blazes are used. White is the prevailing color, with blue for side trails. Because of local conditions, the main Trail blaze in New York and New Jersey is painted yellow, while in Connecticut and eastern Vermont it is blue. Two superimposed blazes or markers constitute a warning sign of an obscure turn which might be overlooked. Board signs giving directions, distances and termini are now provided. The Trail Conference has issued a printed Manual on Trail Construction.

Side Trail Systems

Subordinated to the development of the main Trail project, but not necessarily of secondary importance, extensive side trail systems are being developed which are quite as much a part of The Appalachian Trail project as the main Trail. The Appalachian Trail, while a trunk-line trail along the ridge crest with its panoramic scenery, will also afford access to the gorges, waterfalls, stands of timber, and other places of great beauty which can be reached only by side trails.

Of extreme importance to the Conference has been the issuance of guidebooks to the Trail. The measuring of the Trail and obtaining of the data have kept progress with the actual construction. A series of five guidebooks with measured and detailed directions for the entire Trail has been made available. The Trail Conference has also issued a comprehensive pamphlet, detailing the history, route, guidebook data and literature of the Trail project.

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Hikers resting at Center Point Knob Monument--the midpoint of the Appalachian Trail on South Mountain in Pennsylvania

Photo by Abbie Rowe

Cincinnati Discovers the Fountain of Youth

By HERBERT M. WEINBERG

THE DEVELOPMENT of Cincinnati's Airport Sports Field on the two hundred acre site of marsh land is no miraculous discovery, but instead a concrete illustration of foresight and planning. Visualizing the need for the development of a sports field, the Director of Recreation persuaded the city to transfer this piece of land, which it owned, to his Department, the Director's argument being that whereas the land was lying idle and undeveloped, the Recreation Commission could well utilize it.

Upon acquiring the land by transfer, one of the first tasks was draining the land and increasing by two feet the elevation of thirty acres. This was no small problem, undertaken in 1933 with the aid of Federal funds made available to municipalities for public purposes to relieve unemployment. Through the cooperation of FERA, CWA, and the City of Cincinnati, the development was begun.

At the outset, the sports field was criticized severely as being impractical for two reasons: first, whatever improvements might be made on the land would be destroyed in case of flood; and, second, people would not come seven miles from the center of town to utilize the facilities.

Work progressed nevertheless, and the City Council after careful deliberation authorized an expenditure for the purchase of eleven tons of grass seed for the entire two hundred acres by the fall of 1936. However, the flood of February, 1937 brought with it grave doubts and misgivings for the future of the sports field, and when the crest of eighty feet was reached, it was hardly conceivable that the newly planted seed could thrive on the inundated field. But when the flood subsided and the river returned to its course, the turf was found to be intact, and the grass grew into meadows. Incidentally, much of this same grass has been used since for sod on the municipal golf course and on playgrounds in Cincinnati, saving the Recreation Commission a considerable sum. A similar gain accruing from the rehabilitated marshes has been a community garden whose products consumed by the gardeners themselves have been estimated at a value of $25,000 a year.

As it stands at present (and it is still not complete, new improvements and activities being added every year), the Airport Sports Field has an estimated value of $1,000,000 invested in one and one-half miles of combined roadway and parking area, one hundred feet wide with a heavy gravel base; a mile of water lines with seven bubblers; and electric lighting layout with a capacity of 200,000 watts to service

A bird's-eye view of the A
of the grounds. The int
can be seen in the lower

twenty-two tennis courts, general play area, rest rooms, and administration building; more than 500 concrete park benches; general landscaping with thousands of trees and shrubs; and the construction of playing facilities for approximately twenty different sports.

Having disproved its critics' first claim, it remained for the sports field to demonstrate its drawing capacity. The naturally level topography of the site in contrast to that of the rest of the city gave the first clue for securing an enticing capacity. Consequently three and one-half miles of bicycle trails, some of dirt, others macadam, and still others of concrete were laid out invitingly for the rider to cycle in safety down interesting roads, amid scenic beauty. In the summer of 1938, the first year the sports field opened, the Recreation Commission with some trepidation purchased twenty bicycles. Public acceptance of this activity was so strong that after a few days of operation with the limited number of bicycles additional ones had to be purchased. In 1939, 165 bicycles were used for a total of 45,000 individual rides.

Will people come from the widespread areas of the city to use the facilities? Attendance records prove conclusively that they do. Total attendance in 1938, the first year of operation, was 52,000. This figure was almost doubled in 1939 there having been a total of 95,000 active participants. Neither of these totals includes spectators, but it is estimated that there has been at least one spectator for each participant. The activities in which these participants engaged were: archery, badminton, baseball and softball, bicycling, checkers, croquet, golf, horseshoes, picnicking, pony rides, roque, table tennis, lawn tennis and bowling-on-the-green.

Each year new activities were added to make the program as comprehensive as possible as well as to stimulate public interest. The summer of 1940 will introduce a beginners' golf course and children's swimming pool. New activities which will be available under night lighting as well as during the day for the first time in 1940 are: six additional hard surface tennis courts (which can be flooded in winter for ice skating), and twenty shuffleboard courts. In 1941, boating, casting and other water sports will be made available through the construction of three inter-connected lakes laid on top of the surface instead of excavated due to the seepage of the Little Miami River. The bottom and sides of the lakes are being built up from the surface allowing an approximate depth of five feet.

The success of the Airport Sports Field may be attributed to two things: first, a variety of activities is offered which appeals to persons of all ages

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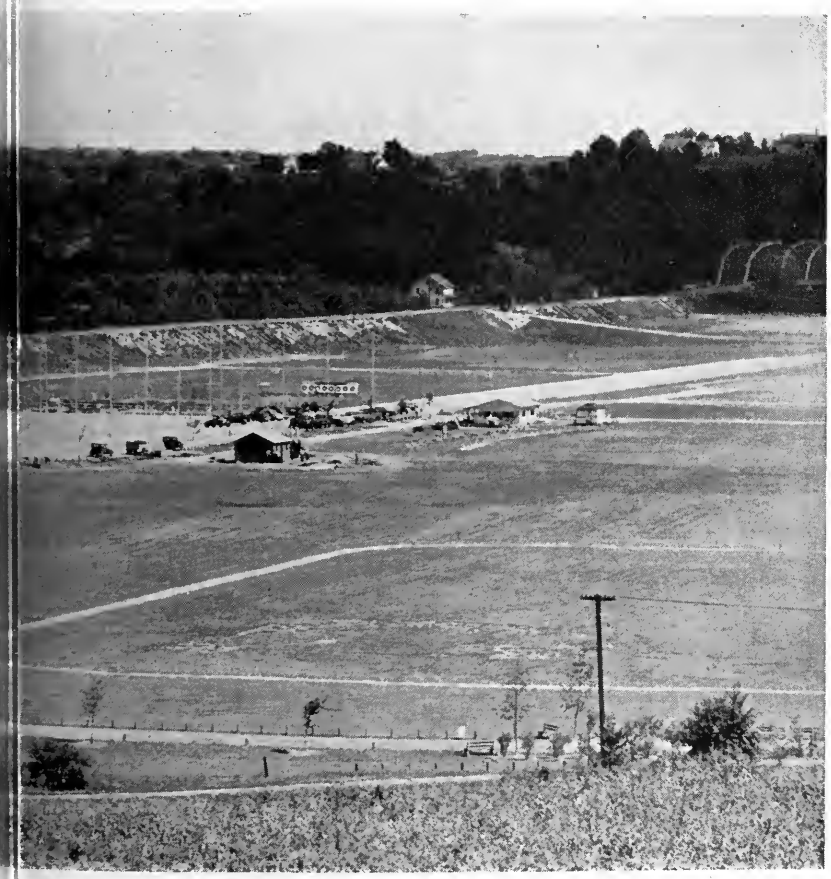
Two years ago Cincinnati discovered the fountain of youth which the world has sought since the time of Ponce de Leon. The group of discoverers is known as the Cincinnati Recreation Commission, and they have called the fountain a sports field and have flooded it with light so that people may come to it at night and recapture their lost youth in play.



rts Field showing the layout ttern of the bicycle trails nd portions of the picture.

Training for Nature Recreation Leadership

In September, 1935, when the National Recreation Association began its In-Service Recreation Training Institutes, a course in nature activities for recreation leaders was included as a part of the curriculum and Dr. William G. Vinal was secured to give the instruction. When Dr. Vinal became director of the Nature Guide School at Massachusetts State College, Reynold E. Carlson carried on the course as Director of the Nature Activities Service.

Since the initiation of the nature activities course some 6,000 leaders have received fifteen to thirty hours of instruction in the techniques of carrying on nature programs for children or adults. Most of the students in institutes are already engaged in some form of leadership either paid or volunteer. They are workers in public recreation departments, volunteer leaders from clubs, professional workers in private and semi-private organizations working with boys and girls, camp leaders, teachers, and workers on WPA Recreation Projects. A few participate entirely because of their own hobby interests and not because they expect to use the materials with other groups.

In the short time available for the conducting of the nature classes there have been three things that the courses have endeavored to do. First an effort is made to introduce the group to some of the interesting fields of natural history — birds, trees, shrubs, conservation—and to the possibilities that they offer to provide leisure-time activities and interests for children and adults. In every case efforts are made to relate these fields to the various age groups that might be worked within the recreation program.

A second objective has been to provide the leaders with actual experience in some of the recreation activities in the field of nature. Field trips are taken, nature craft work is offered, outdoor games participated in, and instruction given in preparation of nature displays, trailside museums and nature trails. Even leaders without a great background in the

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A nature class at the Knoxville, Tennessee, Recreation Training Institute, goes on a nature walk

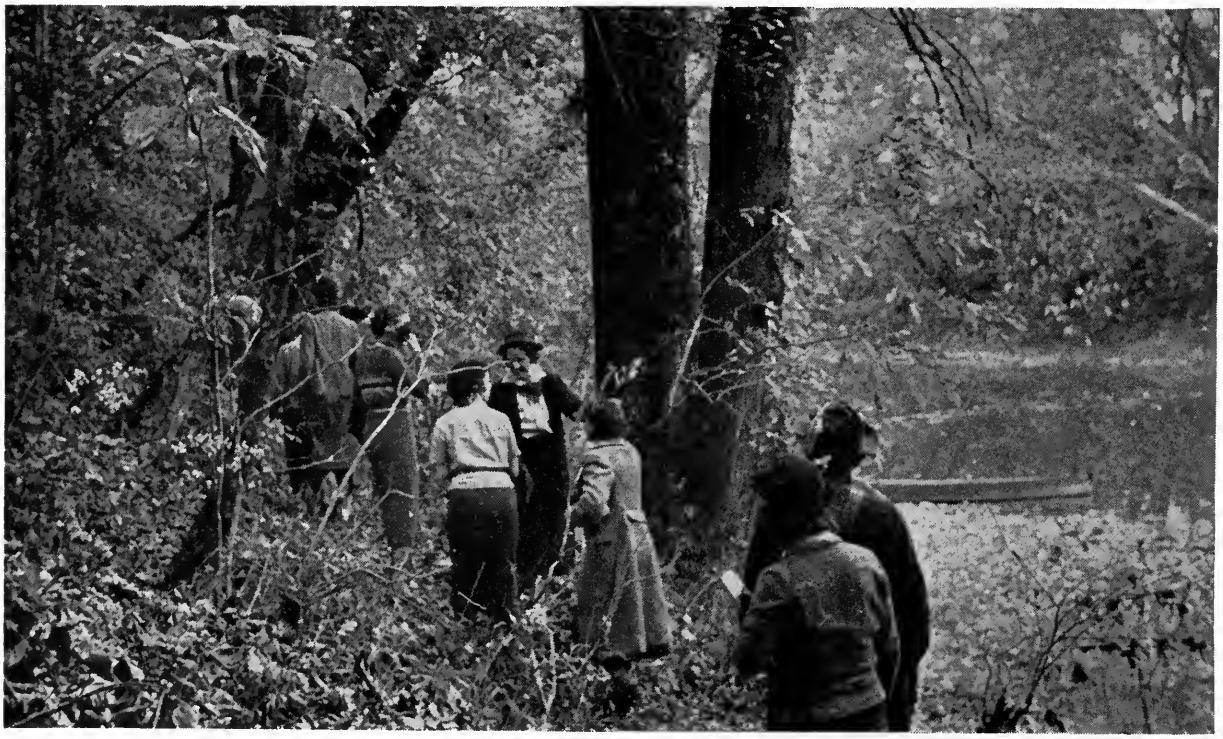

Photo by R. E. Carlson

A Program of Education Through Recreation

A Public Museum and Art Gallery which serves the schools of Reading, Pa.

By EARL L. POOLE
Director

THE READING Public Museum and Art Gallery was conceived in 1904 by its founder, and present Director Emeritus, Dr. Levi W. Mengel, as the Department of Visual Education of the Reading School District. Since that time it has developed so far beyond the usual concept of a department of visual education that we have been at a loss for a title that properly describes its activities. Perhaps "sensory education" is as good as any term that has been suggested to date.

Slides, photographs and motion pictures, the usual vehicles of visual education, form only a minor proportion of the means that are in use in this moderate-sized but active museum which provides, as an integral part of the Reading School system, visual and sensory aids in the teaching of geography, art appreciation and nature study. While its geographic and art material covers the entire world, its nature education program has been largely restricted to the neighboring region, although the Museum houses collections that cover practically every part of the globe.

Besides acting as a center of distribution for the nature material that is circulated among the schools, illustrated lectures and demonstrations are held for the grade and Junior High School children who visit the Museum on schedule throughout the school year, supplementing their regular classroom instruction by contact with the objects, processes, and creatures about which they are studying. Some thirty-four thousand children from the public, parochial and rural schools, within a radius of forty miles, made use of the museum's facilities during the past year.

A class in Microscopy at the Museum finds fascinating material for study

The rocks, minerals and fossils of the neighboring region, life histories of the insects, reptiles, amphibians, birds, beasts and other living creatures, are available for demonstration, and in season living specimens of many of these creatures are kept for the edification of the pupils.

While there are many complete organized exhibits illustrating the natural history of the region and of the world at large, a great deal of the less valuable material is held for demonstration and more intimate examination. We have found that the children gain more through this informal method of presentation than through studying the specimens in the cases.

As the Museum is picturesquely located in a park of over twenty-five acres, a splendid garden, botanical garden and arboretum, with trees and plants plainly labelled, add to the educational advantages of the institution. A special effort has also been made to plant the varieties of trees and shrubs that attract birds. As a result many of the native birds are constantly in evidence, and the park has become one of the most attractive localities for bird life in the environs of the city. An attractive pond with several species of semi-domesticated and wild water fowl is another feature that attracts many visitors, besides furnishing an opportunity to study some of less-known species of water birds.

One of the features of the Museum's activities for the past ten years has been a summer course in nature study which is conducted for the nature-minded citizens of the community, old and young.

The courses in astronomy, geology, bird study, insect

study, vertebrate zoology, microscopy and nature photography have proven most popular, and have resulted in stimulating much local interest in all phases of nature study, so that several permanent organizations composed of those interested in several of these studies have come into existence and have resulted in a widespread and persistent interest.

Field Trips

Regular classroom instruction is given in the fundamentals, made more attractive by the use of both living, mounted, and prepared study specimens. Then there are frequent field trips to the more interesting neighboring regions. Each year a few all-day or overnight trips are planned to localities which offer contrasting biotic conditions, such as the larger swamps and bogs, the mountains, and the seashore.

These trips are always looked upon as adventures and are contemplated with the greatest enthusiasm. Through them the students acquire a taste of the romance of exploration and adventure that is craved by most children, although many of them are able to satisfy this craving only vicariously through their reading. Under the direction of the instructors and older students, their powers of observation are developed and a rich background of experience is acquired that could be obtained in no other way. When this is reinforced with laboratory or classroom work, it becomes a vital experience that is not soon forgotten. The results are usually in contrast to the customary classroom work, which too often develops an aversion to the subject by divesting it of its esthetic background. After all, most of the subjects that are lumped under the title of nature study are only means to an end, which is a healthy love of the grand ensemble. The things that count most are the memories of those fine days afield when the woods and fields seem populated with so many fascinating neighbors, and the stories that are written in the rocks, the plants and the animate creatures, become intelligible to us, little by little.

Those who are seriously collection-minded are encouraged and instructed in the proper methods of preparation and care of collections; but for the most part the policy stressed is of conservation and enjoyment of things as they are.

For the more advanced students the Museum maintains

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Geography becomes a much more interesting subject when it is studied at the Public Museum

Nature Study in the National Parks

In the Rocky Mountain National Park special provision is made for children through the Junior Nature School

By ERNEST A. ROSTEL

National Park Service Photo

Coast-to-coast broadcasts were a feature of the Junior Nature School during the 1938 and 1939 seasons. These informal trailside discussions carried on without preparation or script met with favor among children and adults.

As LONG ago as 1899, years before the establishment of the present National Park Service, the first pioneer naturalist activities were under way in a choice section of the Rocky Mountains, later included in famous Glacier National Park, Montana. Only a limited number of University of Chicago geological students had opportunity to take part in this field trip of forty-one years ago. But during the 1939 season several million people enjoyed the privilege which had been the joy of the few at the turn of the century. While Yellowstone National Park was created by Congressional action in 1872 and other national parks came into existence during the 90's, with still others following in the 1900's, the National Park Service was not established until 1916.

These federal areas had been administered by what are now considered more or less haphazard methods with inadequate planning for public service or provision for present and future needs. Notably lacking were the numerous services the public now takes for granted in national parks, but while they were not missed by the early visitors, the scenic splendor and natural phenomena were less appreciated and understood than they are today.

When Stephen T. Mather, the first director of the National Park Service, undertook his duties of the fledgling government bureau, he turned his early attention to the development of a program to encourage a better understanding of the parks by their visitors. In 1917 a chief was named for an educational division with primary objectives of disseminating national park information for the benefit of the uninformed millions of the nation. No plans were yet to be made for actual work in the field, now performed by park naturalists and their staffs.

However, at that early date persons unattached to the National Park Service had carried on outdoor nature studies on their own initiative. One of these men who attracted attention to his work was Enos Mills, who had developed nature guiding in rugged Rocky Mountain National Park, established in northern Colorado in 1915. Mr. Mills wrote numerous articles on methods used and published several books on the scenic wonders and wildlife of the region. In California, John Muir, of the Sierra Club, stimulated interest in nature study in national parks of the coast.

Plans were started in Washington to encourage outdoor appreciation through work in the field, but definite arrangements were slow in coming. The California Fish and Game Commission cooperated in the field by sending its educational director to deliver a number of lectures in popular Yosemite National Park on natural history subjects. The first guided field trips were also offered, resulting in a response which quickly justified the efforts.

The first park naturalist was appointed in 1920

for Yellowstone National Park, followed by the appointment of a staff of two assistants in 1921. Later expansion of the service was rapid in this particular work, also providing the satisfaction that an important public service had been begun and that it would spread to all National Park Service areas. Emphasis was placed on the explanation of natural phenomena and provision of information on wild flowers, trees, birds, mammals and other natural history subjects through guided field trips, evening lectures, caravans and other facilities. Later came the development of museums.

Annually interest in these naturalist services increased. More and more park visitors wanted to know the "why" of many things they observed, with the result the wonders of the national parks became better understood. The naturalist programs reached a high stage of development, leaving but little to be desired by the public.

This was true in Rocky Mountain National Park as in other federal areas, but the schedules still retained a deficiency. Little provision had been made for children and youthful visitors whose acumen was insufficient to grasp information meant for mature listeners during guided field trips or evening lectures.

A Junior Nature School

This deficiency became particularly noticeable in Rocky Mountain National Park, attracting over 600,000 visitors annually. A substantial number of the visiting families remain in the park and surrounding area from periods of two weeks to all summer, camping, leasing cottages, or living in their own summer homes. Children during long vacation visits often became a problem for these middlewestern and eastern parents not knowing how to keep the youngsters' summer days occupied.

"Why not pay some special attention to the children," reasoned Park Naturalist Raymond Gregg. Suiting action to the word, he announced the opening of a free junior nature school in June, 1938. The response was immediate. Here not only was a solution for parents to keep their children occupied, but here better yet, was an opportunity to absorb knowledge of the outdoors hitherto denied them.

The school was initiated on a thrice weekly schedule with a beginning enrollment of nineteen young students whose avid interest assured success from the start. Much of this was due to the complete absence of classroom atmosphere, and to actual visual and physical contact with outdoor subjects studied.

They learned what made glaciers, how the mountains were formed, secrets of trees and flowers, habits of the elk, deer, porcupine and other mammals. They made acquaintance with the birds which filled the air with song about them and how to identify them. The children were told of the Indians who roamed the mountains long years ago and how they lived. They even studied the tiny insects so in contrast to the towering peaks, whose story they also learned.

While the activities of the school were in themselves of sufficient stimulus to maintain good attendance, an additional incentive was provided in the form of merit award certificates. A student who had attended a required number of classes and satisfactorily passed oral and written examinations, was presented with a certificate indicating he or she had successfully completed a specified course of study. Certificates were awarded for such studies as Indians, general nature, elementary geology, mammals, insects, trees, flowers, birds and glaciers.

Quite unexpectedly, the junior nature school on its first announcement aroused the interest of the National Broadcasting Company through its representative station, KOA, in Denver, Colorado. A preliminary audition was sufficiently convincing for the NBC to schedule the summer classes for a period of ten weeks over its red network from coast to coast each Thursday afternoon. Several hundred fan letters and cards were received from listeners in forty-two states seeking printed scripts of the extemporaneous programs. These scripts were made available by the park naturalist.

The NBC again took up the broadcasting of the classes in 1939 by remote control, with portable microphones actually following the outdoor trips. Broadcasting was accomplished by short wave transmitters and telephone line for national release from Denver, nearly eighty miles away. The response to these programs from the "heart of the Rockies" was astounding. Approximately three thousand letters and cards were received, including many hundreds of requests that the programs be continued during the 1940 vacation season. Tentative plans are under way to resume the broadcasts, with the possibility they may be begun earlier in the season to enable their reception in school rooms.

In this event, children from the Estes Park school, in the nearby gateway village to Rocky Mountain National Park, would be used in the pre-vacation broadcasts until children arrived from other schools at the beginning of the summer season. During the two years the junior nature study classes have been in session the average enrollment was 130 students representing twenty-five states. The 1940 sessions, in view of the increasing popularity of the classes, are expected to show a substantial gain in students.

Nature Scouting

Inaugurated during the 1939 season was another special service for youthful visitors—Nature Scouting, or a program of mountaineering for boys from twelve to eighteen years old. Park Naturalist Gregg explains there is no cost involved with the exception of a minimum expense for special handicraft work, optional among the requirements for advancement in the organization.

Activities are primarily out of doors. Last year's schedules included a half-day hike or similar activity each Tuesday, with all-day hikes on Thursdays. An overnight trip and a climb to the summit of Long's Peak, 14,255 feet, are highlights of the program. Saturday afternoons are devoted to individual activities under the supervision of naturalist counselors, certified examiners for the Boy Scouts of America, making possible Boy Scout advancement parallel with achievements attained in Nature Scouting. The Saturday sessions provide for museum, nature trail, test and advancement work, as well as group activities.

A junior nature museum is one of the summer activities of the scouts in cooperation with students of the junior nature school, providing opportunity to contribute exhibit material for display in the Moraine Park Museum. Nature Scouts also maintain a self-guiding nature study trail, marked with labels and other devices, for public use, with credit given the Scouts for its construction.

There are four grades of advancement in Nature Scouting. The first, "Pathfinder," has seven comparatively easy tests, such as a minimum number of hikes, wildlife and bird identification, and knot tying. The "Trail-Blazer" must pass fifteen tests, including seven first aid methods, outdoor cooking, and fire building. A "Hill-Topper" must pass eighteen tests. He must know how to orient himself by such objects as the sun, stars or moon. He must be able to give a four minute talk on nature work before a campfire meeting. The "Mountaineer" must have made at least eight all-day and fifteen half-day hikes, involving the climbing of five peaks over 10,000 feet high. Among his accomplishments are listed fire building by flint and steel or by friction, construction of an outdoor kitchen, make an overnight hiking trip into the mountains, and numerous other difficult feats.

Last year Nature Scouting attracted twenty-seven boys, all of whom applied themselves intensively to the Nature Scouting courses. A number successfully passed the first test and were almost ready for the "Trail-Blazer" examinations. However, the Scouts are told to refrain from rushing through the preparations, which must be thoroughly mastered before tests can be passed. Park Naturalist Gregg states that at least three summers must be devoted to study before the final grade, "Mountaineer," can be attained. When this is accomplished, the Scout is

National Park Service Photo

Moraine Park Museum which houses the Junior Nature School and Nature Scout meetings. Here, too, are the park's collections of study skins and herbarium, and exhibits telling the story of prehistoric peoples and early settlers.

thoroughly fitted to take care of himself in the woods.

Museums Popular

Of the 609,000 visitors the 1939 season brought to Rocky Mountain National Park, 137,348 visitors from June 1 to September 30 took advantage of available naturalist services, a gain of nearly 25,000 over 1938. They took part in a wide range of activities offered by the naturalist staff. Three museums, presenting geologic, biologic and historic information, were popular points for park visitors.

The Fall River Pass Museum, at an elevation of 11,797 feet, tells a story of the glaciers, life above timberline, Alpine biology, geologic aspects of the Rockies and other subjects of high altitude interest. Scale models and exhibit cases provide graphic information. A ranger naturalist is on duty to answer questions hurled at him by the thousands of summer visitors who find this the most popular of the three museums. Short guided trips to view Alpine flowers, at their best during July, are available. The museum is located on the Trail Ridge Road over the Continental Divide from Estes Park Village on the eastern slopes to Grand Lake on the western slopes of the Rocky Mountains.

The Moraine Park Museum is well equipped with displays recalling the history of the Rocky Mountain park area, including an outstanding Indian exhibit showing the method of aboriginal life when red men came to the Rockies on summer hunting expeditions in the long ago. A number of display cases follow the course of history of white pioneers who followed them to the mountain fastnesses and made them available to the visitors of today.

One of the popular services at Moraine Park Museum is the daily glacier talk. The building itself is situated among some of the most remarkable glacial remains in the Rocky Mountains. Textbook examples of lateral moraines, hanging valleys, U-shaped valleys, glacier lake-beds, rouche moutonnes, vacated cirques, and small remnant glaciers are visible from the porch of the museum, making possible a clear, comprehensive laboratory demonstration using Nature's works for models. An oriented relief map of the park enables the lecturing naturalist to tie in the story of the Big Thompson glacial system visible from the museum with the entire series of glacial valleys in the park.

A third museum, consisting entirely of bird and mammal displays, is located at Park Headquarters near Estes Park Village. Shown are the beaver in their natural habitat, ptarmigan, snowshoe rabbits, weasels, porcupines and other wildlife. Illustrated evening lectures are presented here on twice weekly schedules.

Other Activities

Outdoor Lectures. Outdoor lectures are offered nightly in an amphitheater near Moraine Park museum, where guest programs of outstanding merit, presenting nationally known naturalists or other figures, are offered on Sunday evenings. Campfire lectures are presented at smaller outdoor amphitheaters at Glacier Basin and Aspenglen, two beautifully situated government-operated free outdoor camp grounds.

Hiking Trips. Increasingly more popular every year are the guided hiking trips. On early morning bird walks, ranger naturalists identify the songs of birds along the trail. Two-hour nature study walks providing special study of trees, flowers, or of geologic features are scheduled regularly. Half-day and all-day hikes to points of outstanding scenic and scientific interest draw by far the largest following of any of the field activities conducted by the naturalists. In great favor is a strenuous hike to Tyndall and Andrews Glaciers with the naturalist. It is not uncommon for him to be accompanied by as many as seventy eager hikers.

Wildlife Watch Parties. In the cool of summer evenings "wildlife watch parties" are popular, especially those attempting observations of the wily beaver, whose dams are familiar sights throughout the park, but who himself is seldom seen. Often following campfire programs, ranger naturalists lead game stalking caravans to meadows where deer, elk and occasional predators, coyotes and bobcats, may be watched at night with the aid of spotlights. On other evenings, lectures are followed by "star gazings" near the amphitheater, led by naturalists having a knowledge of astronomy.

Camera Caravans. Camera fans were given a new service last summer in the form of camera caravans, which took their members to points of outstanding scenic interest. There a ranger naturalist versed in camera art aided visitors in getting the best out of their pictures. He explained the use of filters, best camera angles, exposures

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In Defense of Nature Study

By LULA A. MILLER

HAVE YOU EVER, on a dark night, watched from a pier the body of a swimmer outlined with silvery phosphorescence as he made his long even strokes? Or did you, by full-moon-notice as you glided down the river, observe that the paddles on the shaded side of the canoe were rimmed with the same silvery sheen?

One night when we returned from camp fire, the tide was low. The girls played the flashlights as they crouched over the shallow water. Baby eels, a collection of minnows, scampering crabs and water nymphs drew near. Flashlights off—dragging their toes through the water, the girls saw the same silvery streaks. Then their fingers became strainers. Just colorless comb jellies were retained in the palms. Such animals were slid in the glass jars containing brackish river water. Pastel ciliated escalators resembling combs arranged in transverse rows propelled them forward. Oystermen of the Chesapeake Bay tell us that seasons when jellyfish are abundant these comb jellies are scarce and more oyster spats appear. These ctenophores, which we call comb jellies, eat the young free swimming oyster larva. It happens our jellyfish feed on ctenophores. Hence our thought on interdependence, or how an insignificant animal or plant may be food indirectly for man.

Photo and copyright by Fay Welch

Such observations may not be measurable as is athletic prowess. Days later, Matilda increased her knowledge of the big world when one night her shoe was tipped off the pier while she fished. In our cabin that night ("Pawa in Print" was in need of new contributors), I suggested that she write of the adventures of her new shoe at the bottom of the river. That was an idea. Immediately she stopped crying and slept. Proudly the next day she submitted her fanciful story interspersed with facts. All marine characters with whom she had flashlight or casual swimming acquaintance had visited her shoe. This story was verified later by the recovered shoe.

An ever-present beach must be monotonous. "Why do we have four feet of beach some days, on others none?" Never did we quite make the few miles to Chesapeake Bay during our free time while the tide was out. What causes tides? What does one find, anyway, on such a beach at the base of water-etched cliffs over which honeysuckles and briars wrestle? A snail's short solitary path, especially if he remained on it, always delights a child. How does one interpret two series of tracks of unequal sizes, then scuffled sand—finally one series, the victor, leading from this scene? Can you really eat strings of wild black cherries? Does the empty shell of the blue crab mean that it has lost its life, or has it just grown out? After all, the inconvenience we save ourselves by having an inside skeleton! No one had to miss the overnight schooner trip on the Bay because his shell hadn't hardened.

One may search for agates—just the rose or the clear are worthwhile on the river. Many appear clear when wet, but drying determines their beauty. Driftwood and abandoned skiffs with writhing symbols made by mollusks, called shipworms, indicate the necessity for creosoting piles of the sea wall or pier.

Father fishes with costly reel and tackle. Daughter at camp selects and cuts poles, ties hook and sinker on line, fishes from the pier or rowboat and likes it. Never disrupt the ancient idea, "Fish bite not, if you talk." Fishing defines patience. But, when they *do* bite! On the following morning, at the water's edge, you cook the fish you caught and cleaned. Some girls make their first fire or cook their first meal at this time.

Now crabs are different. Beyond low tide level

there is a live box where crabs are kept until cooking time. If a child does insist that the wee crab is at least three inches, let her measure it. It's just as necessary to learn sportsmanship in fishing and crabbing as in archery or tennis. At no better time can one explain the word conservation. Any old-timer on the Bay speaks of the scarcity of crabs due to needless destruction of the young.

A camp possessing both an Indian name and a virgin forest can easily have its Indian garden. Each species of tree or flower can be identified and so tagged that its common name, scientific name, its use or some peculiar habit may be noted. In defense of scientific name, a common spurge has thirty names ranging from "Kiss-Me-Quick" to "Grave Yard Plant." Twenty-eight intervening names, mark you! Suppose you called your dog Rex. Perhaps he was lost and could be identified only by his name Rex, but each of your thirty friends knew this dog by a name unknown to any of the others of the group or by you. Poor doggie!

In this garden, untouchables should be listed—trailing ground pine, lady's slipper, dogwood and the rhododendron. Even in a state where it is permissible to cut the dogwood, never during the summer camping season should its leaves or berries be used for decorations. So why not cut for decorative purposes the gums, locusts or maples? If several are standing together, cut the less desirable if it will serve your purpose as well. Occasionally transplanting may be done. Try planting new patches of the ground pine (Lycopodium complanatum flabelliforme.)

An Indian leaves no signs of his camping ground except for tepee poles placed in the top of trees. Every child must realize her camp should be as beautiful for the next group of campers as she found it. Certainly use its natural resources. Select fern fronds so that no part of the bed will be shaggy. Mar no trail by picking flowers or cutting shrubbery on its very edge.

Legends are most effective on a trail while resting. Carry along a leaf or some reminder for recall. It's even fun to pretend one is lost. "What plants could you use for food, tea, medicine or shelter?" At once some one would suggest making candles from the wax secured by boiling berries of the bayberry as did the early colonists.

Nature games include treasure hunts and memory relays. Memory relays are best while resting on the trail or perhaps the following day when just loafing in some favorite spot.

During the week of rains, dress up the stationery with leaf prints. Common names of a few plants may be learned indirectly. Usually a few holes are washed out in the paths. Anchor small cedars in such places. Those returning the following year will be gratified to find soil had filled such gullies.

The best lessons are spontaneous. I, personally, pass up snakes but never snake stories or photographs! One morning a few of us had reached the barren pine cliff. This suggested paradise so far as freedom from snakes was concerned. Snakes prior to this had not been mentioned where they rightfully belonged. Betty announced, "I won't sit here. Maybe snakes are here." Even the pines were so tall, one felt a coil would not suddenly dangle from a branch. Her fear was based largely on stories told by her brother. Before we left, she was lounging with the group asking questions indicative of interest concerning the balance of nature.

How is one to know about athlete's nose? Rena had it, so she informed the other ten-year-olds. Symptoms: Quoting Rena, "I can breathe normally under water."

In such emergency ask the reciters: "Does she swim well?"

"In addition to this nose, you say she dog paddles?" It was then mail time so far as they were concerned!

The winter garden in a fish bowl has a general appeal. It's something mother or grandmother will enjoy. Such

Photo and copyright by Fay Welch

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Are You Coming to the Congress?

From all over the country they are coming to Cleveland, Ohio, September 30-October 4, 1940

"WE CERTAINLY ARE"—reply more than five hundred enthusiastic persons from all parts of the United States who have already, five months before the Congress, sent in their cards to the office of the National Recreation Association. These are some of the people who consider attendance at the annual National Recreation Congress an essential for their professional development and for the enriching of their local recreation programs. If they are asked why recreation workers will especially want to attend the Congress this year they will say:

Present world conditions are a challenge to all of our thinking about the real values in life and how they may be realized. We need fresh vision and new courage to go forward to new and untried tasks.

The whole movement toward military preparedness in this country has tremendous implications for all recreation leaders. We will have new responsibilities thrust upon us. New financial and administrative problems will arise.

New program methods will be necessary. We will all need to counsel together if the recreation movement is to meet adequately the tasks that lie ahead.

Our laymen will need as never before to lend their vision and wisdom to the deliberations of this Congress. Their sound judgment, their broad experience, their deep concern for the welfare of their communities and for the nation as a whole must be shared.

Executives and leaders who are new in the work will want to catch the spirit of this great movement as it faces new tasks and reviews the experience of the past. New ideas, new plans, and new methods are important but new inspiration, new hope, new faith in the movement must be the driving force behind all plans and activities.

The nature of the service, which present day conditions will demand, will doubtless call for greater cooperation on the part of all recreation agencies. The presence of representatives from all kinds of recreation agencies, public and private, in the Congress will make possible conferences and personal relationships which will do much to stimulate the kind of cooperative thinking, leadership and activity which are necessary.

Along with all of these broader features of the Congress the basic problems of the recreation movement program will be discussed. Meetings will be arranged on the following topics:

Topics to Be Discussed

I. Basic Problems Facing Recreation

- Design of recreation areas and facilities.
- Discussion of study of volunteers in public recreation.
- Program planning on the individual playground.
- Practical methods of interpreting recreation.
- Boys' and girls' clubs in the public recreation program.
- Should recreation programs be organized and conducted by police departments?
- Pet ideas.
- Training recreation leadership.
- Special recreation problems of towns and small cities.
- Use of schools for public recreation.
- Out-of-town parks and forests.
- Fundamental financial problems affecting recreation.
- Practical methods for improving recreation personnel.
- Methods of correlating recreation work of public and private agencies.
- Evaluation of a city's recreation service.

II. Recreation Service for Special Groups

- Recreation for girls and women in different age groups.*
- Recreation in cooperatives.
- Rural recreation problems.*
- Recreation in industry and labor groups.*
- Special meetings for lay members of local boards and committees.*
- Recreation in churches.
- Recreation in new housing developments.
- Student recreation in colleges.

*Series of meetings.

III. Topics Dealing with Program Content

Scattered through the week there will be meetings dealing with special phases of the recreation program including:

Music	Nature	Model aircraft
Drama	Gardening	Athletics
Arts and Crafts	Winter sports	Folk dancing
		Social recreation

Each person planning to come to the Congress will receive a question pamphlet giving detailed questions under each topic. The final programs giving time, place, and personnel for all meetings and arrangements will be available at the Registration Desk at the Statler Hotel when the Congress sessions open.

Additional Features

The Civil Service Assembly of the United States and Canada will hold its meetings in Cleveland the week of the Recreation Congress. Recreation authorities and Civil Service authorities have much in common and this will be an excellent opportunity for the two groups to become better acquainted. Meetings are being arranged of interest to delegates from both groups.

The American Institute of Park Executives and associated agencies will hold their meetings in Cleveland just prior to the Recreation Congress. Those interested in the two meetings may attend both this year at little extra expense. Special tours and events are being arranged for Saturday and Sunday, September 28th and 29th, for those delegates who are to be in Cleveland between the meetings.

Among the special features being planned is a nature tour of trailside museums led by Dr. Arthur B. Williams, Metropolitan Park Naturalist. The Metropolitan Park District of Cleveland has some unusually interesting features which delegates will not want to miss.

For those interested in gardening, Mr. Paul R. Young, School Garden Supervisor of the Board of Education, has arranged a tour of the Harvey Rice Garden. Cleveland's school gardens are outstanding. Information regarding them will be found in the booklet "Gardening—School, Community, Home," issued by the National Recreation Association.

In addition to discussion meetings at the Cleveland Congress, periods have been set aside for practice and learning of skills in folk dancing, social recreation and group singing. These classes are always among the most popular and enjoyable features of the Congress program.

All the convention facilities of the Statler Hotel will be set aside for the Recreation Congress. The headquarters will be there. Information, registration, consultation service, the general sessions, most of the discussion groups, social events and other features will be at the Statler. Those wishing to be at the center of the Recreation Congress activities should make their reservations early and directly with the hotel. Further information about hotels and rooming houses may be secured from The Cleveland Convention and Visitors' Bureau, Inc.

A living arts and crafts exhibit put on by various agencies in Cleveland will feature the use of different methods and materials used in creative work in recreation agencies. With handcraft and allied arts growing steadily in interest on playgrounds and in recreation centers, this demonstration will attract many.

Manufacturers of supplies and equipment used in the recreation program will be present in large numbers, with attractive displays, affording delegates an excellent opportunity to obtain information and ideas for their local programs.

For further information write the Recreation Congress Committee at 315 Fourth Avenue, New York City.

It's Being Done in Nature Recreation

Dr. William Gould Vinal of Massachusetts State College, (Cap'n Bill to you), has agreed to send us for publication in a special column of *Recreation* items of interest on nature recreation, notices of new books on nature lore, and happenings here and there. We know our readers will welcome Cap'n Bill's contributions to the magazine, and, as he suggests here, he will welcome notes from them.

NATURE-GRAMS on a postcard. This month RECREATION launches Cap'n Bill's Column under the title *It's Being Done in Nature Recreation.* He would like to make it like the "patent medicine ads" in that the items have been tried and found successful. At least they should have been found to be big medicine in your recreation program. Send your "Nature-gram" on a post card to Cap'n Bill, Massachusetts State College at Amherst. If every one cooperates, the Society of Recreation Workers of America will attain its year's goal!

Giving fast cars all of the road! Folks of all ages, taking the longer way home, are discovering that trails and lesser roads are mighty interesting. From "jay-walking" to walking for Jays and other nature adventures is a worthwhile lesson in habit-forming.

Nineteen out of twenty forest fires are man-caused. What was the expense of these fires in your county last year? Could you afford to invest one-tenth of 1% in educating the public?

Mealworms are now being raised as a staple diet for frogs, snakes, fish and birds. Wildlife Leaflet, BS-155, U.S. Biological Survey.

Those who scorn "worms for fishing" are including the new book *How to Tie Flies* from the Barnes Dollar Sport Library.

New bird sanctuaries are to be built at Monson, Massachusetts, and at the Mt. Hermon School, Northfield. Wildlife Leaflet, BS-156, U.S. Biological Survey, *Ornamental Woody Plants Attractive to Birds.* The Massachusetts Audubon Bulletin for May, 1940, also has a timely article.

Supplementary science readers are outflanking fact-stuffing books. The *Story of Bees* and the *Book of Stones* are two of the thirty-book Children's Science Series of the Pennsylvania Federal Writers' Project. Albert Whitman and Company, Chicago. $.50 each.

Living Specimens in the School Laboratory contains directions for the care and maintenance of living animals. $1.00 postpaid from General Biological Supply House, 761 69th Place, Chicago. Biological morgues are no longer the only brand of exhibits.

Dartmouth College has a full-time Naturalist, Richard Weaver, who confines his endeavors to an extracurricular natural history program. That an academic college is offering natural history as a satisfying hobby is revolutionary. More power for "seeing green" with Dartmouth!

The 500-mile Blue Ridge Parkway protects its natural beauty and bold panoramas by a park-owned right-of-way averaging 1,000 feet in width, free from billboards and other roadside litter.

Buckley Memorial Forest is the title of a special Bulletin edited by Dr. R. A. Johnson, State Normal School, Oneonta, N. Y. The ideals for which the forest stands are promulgated by essay contests among the students.

An observation bee hive, designed by Morton H. Cassidy, Hyde Park High School, Boston, has been widely used by camps and schools.

To bring about greater public cooperation in forest fire prevention, the American Forestry Association at 919 17th Street, N. W., Washington, D. C., has issued a million new poster stamps in three colors depicting the destruction of property by forest fires. The stamps may be secured from the Association at $1.00 per sheet of 100 stamps.

George Butler, the author of "Playgrounds" and other books on recreation, once asked me to recommend an insect book for his son. At that time *The Boys' Book of Insects,* Edwin Way Teale, had not then been published by E. P. Dutton and Company ($2.00). It is well illustrated, arouses enthusiasm, and is practical.

The Log Cabin Myth, born during the "log cabin campaign" (1840) of President Harrison, is a study by Harold R. Shurtleff. Harvard University Press, $2.50. There were no log cabins in America until the end of the 17th century. Speak truthfully when inaugurating a "back to nature" campaign in your community.

Twenty-five years of service will be celebrated in October by the Boston Children's Museum.

New nature leaders' schools are being born. O. E. Fink, Conservation Curriculum Supervisor, State Department of Education, Columbus, Ohio, is responsible for the new leaders' camp to be held in a state forest.

Conservation and School-Community Relationships is the title of a unique experiment to be conducted cooperatively by the University of Tennessee, the State Department of Conservation, and the Norris School.

The Training Course for Nature Leaders at the Swift Creek Recreational Demonstration Area, near Richmond, Virginia, under the direction of Reynold E. Carlson, Nature Specialist of the National Recreation Association, flat-footedly says that the courses will make a non-technical approach to the various nature fields.

The National Camp for Professional Leadership in Camping puts the matter on a graduate level. Life Camps, in cooperation with the New York City Schools and New York University School of Education is starting a progressive three-year experiment in the Kittatinny Mountains of New Jersey. Knowing Doctor Sharp, I realize that it means 90% mixture of pioneering set off by the spark of nature interest.

At the World's Fair Henry Platt, Director of the Department of Science, Elizabeth Peabody House, 357 Charles Street, Boston, in cooperation with the American Institute of the City of New York will once again have over fifty boys and girls, members of his science clubs, engaged in laboratory experiments. These outstanding demonstrations will be in the exhibit building of the Westinghouse Electric and Manufacturing Company.

Cooking, Carrying, Camping on the Appalachian Trail, a manual for beginners by S. W. Edwards. Press of William Jarboe, Washington. 25¢, and worth lots more!

Nature sketches by short wave from Rocky Mountain National Park, N.B.C., Tuesdays, at 1:30 P.M., Eastern daylight saving time. Raymond Gregg, Park Naturalist, will conduct unrehearsed discussions with children visiting the park on conservation and wildlife.

Was this you? Playground Leader to small boy: "There is a new nature game out." Small boy: "What would I have to eat to get it?"

The melting pot on a playground is less liable to boil over if it's nature. Why not have a nationality garden with the shamrock, the lily, the rose and the heather. They are all grown under the same natural laws. In Cleveland there are cultural gardens sponsored by nationality groups. There is a Shakespeare Garden, a Hebrew Garden, a Germanic Garden, an Italian Garden, and so on.

Massachusetts has 119 town forests, according to Harris Reynolds, the "Father of Town Forests." Of the dozen new ones Northampton leads the list with 2250 acres. The Hartwell Memorial Forest in Bedford is an example of a popular movement. Town forests bring recreation home to the folks. Recreation is taking its place alongside of feathers, fins, fur, and forest fruits as legitimate forest products.

"Minute men" for the Dutch Elm disease. How much is an elmed-city worth in terms of dollars or in terms of beauty? If elms mean anything to your community, the time has arrived for vigilance. Wilting of the foliage is a sign of trouble. For real diagnosis consult your nearest State College. The Federal Government has ear-marked $400,000 for Dutch Elm eradication work.

"Trail Riders of the Wilderness" is the title of 1940 trips under competent leadership announced by the American Forestry Association, Washington. Here's an idea for local recreation workers.

Diorama is a Greek word which means "looking through to see something." Progressive museums are installing dioramas of life groups and landscapes. Three questions: Where is the nearest museum? Where is the nearest diorama? Have you tried diorama displays in down-town windows or in the playground "shelter"?

A word to the wise. "Animal wages" at Hollywood depends on intelligence and scarcity. If you have a "nature trick" that took brain work and is scarce, send a nature-gram.

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Camping in Oregon–

A Hobby for the Middle-Aged

By FLORENCE D. ALDEN
Director of Physical Education for Women
University of Oregon

MANY PEOPLE seem to feel that camping is only for the young and vigorous and that those who did not "begin young" cannot or should not take it up in later years. Perhaps the experiences of a few of us—all women and all frankly middle-aged — would help dispel that hypnotic illusion.

Our enthusiasm for camping is a recent acquisition, due to the fact that our young days were all spent in the cities of the East. But once exposed to its lure in the beautiful Oregon setting we became mild fanatics, for, as with the measles, the older you are the harder you take it!

Comfort Is Permissible!

As we get older perhaps we demand a little more comfort in this matter of roughing it. But at the same time we need to watch ourselves to see that we do not slip in a little gadget here and a bit of luxury there, until we are like the friend of mine who said to her fellow packer as they were starting out —"Shall we check now to see if we have everything in the car?" and the reply was "T'would be easier to check what we have left in the house."

Can you sleep on the ground with nothing beneath you but that romantic-sounding one blanket? Frankly, *I can't*—that is, and sleep! So imagine my delight to be introduced to the air mattress. They weigh only four pounds and take up almost no space when deflated. A pump is not necessary; twenty-four blows from nature's pump that is always with you will do it, and it is a most excellent deep breathing exercise! No more digging holes for hip and shoulder; no more hunting for a so-called soft spot; just throw the mattress down anywhere—it fits itself equally graciously to the contours of the earth and to the contours of your body anatomy. Curled up in your sleeping bag on top of your mattress you are as comfortable as on your Beauty Rest at home.

If you go camping when you're middle-aged, such hair-raising "stunts" as this will not appeal to you, but you'll find many fascinating things to do.

Courtesy Colorado Mountain Club

Forest Camps

Perhaps the easiest form of camping is that offered in the Forest Camps. There are many very alluring ones on the Willamette River, the McKenzie, the Santiam, the Metolius, the John Day, the Wallowa, and others. The forestry people have done a most expert job of building the camps to fit into the surroundings. In some, a place has simply been smoothed for your tent, but in many they have built most compact little shelter huts made of rough logs with a slightly raised platform for sleeping bags, a shelf for eating and a bench or two—all the comforts of home! One end is open, and just outside is an artistic rock fireplace—half of it made for an open fire and so arranged that the heat will be thrown into the hut on cold nights, and the other half made like a stove and placed near enough for dashing out between rain drops to flop the pancakes and turn the bacon. And how good the bacon does

smell sizzling away out there! You may fuss at the coffee at home and mutter if the toast is burned —but out under the trees and the sky, to the tune of the rustling river, those very things, seasoned with a little smoke and a pine needle or two, are heavenly good!

In most of these camps the forestry men bring firewood all cut and dispose of the garbage. Too much cannot be said for the courtesy of these forest rangers. They not only do their assigned duties most efficiently but they are enthusiastically interested in helping you to have just the kind of a good time that you yourself want no matter how wildly foolish it may seem to them. For women wandering and camping alone this feeling that Uncle Sam and all his gracious servants are keeping a friendly eye out for you gives you a delightfully comfortable sense of being cared for.

The thing to be feared in camping in the East is at times the rough human element. When we came out here our fear of man was transferred to a fear of wild beasts. Everything in the West is bigger than in the East—even the stories! So we heard of coyotes, cougars, bears, and other animals. In all our years of camping, many times in high, far spots, we have never seen anything wilder than a bear—and he was more scared of us than we were of him. Our nearest contact with the bear species was rather close in on Blue River. We were cooking a most delicious smelling beefsteak over our camp fire and looked up to see a half grown cinnamon bear squatting on his hind quarters, paws crossed on his stomach, sniffing in the steak odors through ecstatic quivering nostrils. We were so interested that we forgot to be alarmed, but the instant we moved he lumbered regretfully away and splashed across the river.

Once when we were camping far away from civilization on the John Day River, a forest ranger came into our camp and after asking us if we had any menfolks or any firearms, he looked at us with a wicked twinkle and said, "You women certainly are brave, camping here alone with the woods full of cougars." That night we heard things, but whether they were dream cougars or real ones we shall never know.

"Far from the Maddening Crowd"

Perhaps, like us, you enjoy occasionally getting way away into the wilds—"far from the maddening crowd," and camping "raw." Most such spots anywhere near the cities have been made into forest camps. So you will have to pile your duffel into your car and just go a-hunting for a place that suits you. Two summers ago we picked out the Deschutes River as a hopeful hunting ground. We wandered up and down in the land and to and fro searching for a spot where no one had ever dreamed of going. The day wore on, and at every place we thought attractive there would be very tangible evidence that someone had thought it attractive before us! Then at long last we ran across one of these good friends—a forest ranger. Resourceful as always, he said "Why not leave the road and go right through the forest till you find a spot?" The floor of the forest across the mountains in Central Oregon is fairly open and free of underbrush. So with renewed enthusiasm we turned our patient car into the woods, and dodging towering pines and scratching sage brush we made for the Deschutes. Guided by the directions of the friendly ranger we struck the river at exactly the kind of place we had been picturing in our minds. So we pitched our little umbrella tent by the beautiful sweeping curve in the river and beneath the shade of huge sweet smelling yellow pine. The deep running stream slipped quietly by us all day long and time slipped away just as quietly. The only way we had of marking the days was that when two or three none-to-ambitious fishermen strolled by we knew it was Sunday.

Sometimes you may get the urge to go even farther into the the untouched areas. But then you will have to part with your car and take to the miles of forest trails. If you are a hiker and don't mind carrying a heavy pack it is all very simple. But why not have a horse's legs do the pushing and a horse's back to do the carrying? If you have a man in your family who is a camping addict and who also *knows horses,* again it is quite simple. But be *sure* he knows horses, for to get up in the cold dawn and scramble through dewy underbrush after a strayed horse is not romantic. And to have the pack with all your food slip off and rattle down a precipice is little short of tragic! But this need not happen for excellent packers, who are also men of very fine caliber personally, may be engaged at many points near our primitive areas.

A Horseback Trip

Last summer two of us, with a packer and one pack horse, took a five day horseback trip along the Skyline Trail in the high Cascades. We started from the Metolius River country and made

(Continued on page 272)

Outdoor Movies in Sioux City

By CLARENCE C. BOHNER
Department of Public Recreation
Sioux City, Iowa

TOMMY—"Hi, Rich! Going to the playground movies tonight?"

Richard—"Sure tooting. How about you?"

Tommy—"I'd like to but Dad's out of the city and Mom's expecting company."

Richard—"Why don't you go along with us? We're leaving in about twenty minutes."

Tommy—"Gee! That would be swell. What's the picture tonight?"

Richard—"I think it's Joe E. Brown in 'When's Your Birthday.' I hope it's as good as last week . . . that Frank Buck picture 'Bring 'Em Back Alive.' Didn't you think it was keen?"

Tommy—"I'll say it was. That's one of the swellest pictures we ever had."

Such conversations are common occurrences in Sioux City throughout the summer months, for movie night is something looked forward to with eager anticipation by thousands of people, both young and old.

On each of the twelve largest playground areas, one night each week is set aside as movie night when the children, young people, parents and neighbors come to the park for a regular movie program. It is the same type of program that one would see at a cinema theater except that only approved pictures are shown. This is an all-sound program consisting of a regular feature and other shorts to make an hour and a half program.

The movie always starts with a cartoon comedy, and if the feature is not too long other shorts are shown such as sports, education, music. This is then followed with the feature itself.

Of course one cannot start this outdoor movie until it gets dark. It has been found that in this locality the starting time must be after 8:30 P. M., but by the close of the summer program in August it is possible to start as early as 8:15. Thus with an hour and a half program, the family may usually start home around 10:00 P. M.

Seating the Audience

Most of the people sit directly on the grass or bring blankets to place on the ground. The use of camp stools, folding chairs or portable park benches is discouraged. When portable seats are brought they must be placed to one side in an area marked off for this purpose. A few of the better attended areas are situated on rolling ground, and by placing the screen at the foot of the incline the audience may sit in a semi-circle on the hillside, which forms a natural amphitheater. It has been estimated that more than five thousand people witness the movies at some of these more favorable spots. However, in the majority of the parks, twelve to fifteen hundred people attended each evening's entertainment. In some of the parks nearly half of those attending are adults, while in other areas the majority are children. A total of twenty thousand people view the pictures each week at the twelve park areas. It is true, however, that a few of these are repeaters, for some of the younger generation make a practice of following the pictures from one park to another in order to see the show two or three times. It is often necessary for a child to travel two or three miles in order to accomplish this.

The Equipment

The equipment used is relatively simple. The screens are 8 x 10 feet in size and are made of rubberized material laced on a collapsible wooden frame held in place by guy ropes and iron tent stakes. The machines are standard 16mm sound on film projectors. Those built for larger audiences with a 1000 watt projector bulb and an amplifier with at least 30 to 40 watt output are satisfactory for such outdoor showings. This type of projector can be purchased for approximately $500.00 or may be rented for as little as $30.00 per month. Usually two large speakers are used, one on either side of the screen. In the 16mm size, a sixteen-hundred foot reel runs about forty-five minutes, so by planning the program to fit two 1600 foot reels, there would be only one change or break in the program. By the use of a microphone plugged into the amplifier, advantage of this brief pause is taken to make announcements about playground activities, thereby reaching a larger group than ordinarily would be reached.

(Continued on page 265)

WORLD AT PLAY

A Toy Loan Drive in Oakland

IN MARCH, the Oakland, California, Recreation Department conducted a toy loan drive during which Boy Scouts visited every home in Oakland to collect broken and discarded toys, games, and dolls. After reconditioning by members of the Fire Department, these toys will be loaned without cost to children through various recreation centers.

Working for Safety in Bicycling

REALIZING that bicycles represent a special traffic problem, the National Safety Council recently organized a committee on bicycle problems. A preliminary statement of the committee: "Bicycle registration must be recognized as one of the most important phases involved in the safety problem. The committee has laid the foundation for an extensive study, to be started immediately, pertaining to all phases of bicycle safety. This includes, other than bicycle registration, the study of safety equipment essential to a bicycle, the accident statistics which would be of greatest help, the place where bicycles should be ridden by the various age groups, educational facilities available to combat the danger points of the problem, and other important problems."

The "Old Guards" of Elizabeth

ELIZABETH, New Jersey, has a unique social group whose members are keeping up with the times. Those who belong to the Old Guards are all retired men, more than fifty years old—men who have played active roles in business and government and are unwilling to become recluses through retirement. Unlike the usual old men's group, they meet weekly for stimulating discussions and never yet have had time for a checker game or a chess contest. Their time is taken up with speakers, movies, music, and outings. There are now 140 members—and a long waiting list of prospective members. The Elizabeth club, formed in 1936, was the fourth such organization in New Jersey. The first was founded in Kent in 1931, the second in Morristown, the third in Westfield. There are also clubs in Montclair and Rahway, New Jersey; Oil City, Pennsylvania; and St. Petersburg, Florida. There is no central organization, so that the small dues collected go entirely to the local chapter. Only common interests and a uniform objective — "to give the wives some respite from the presence of retired husbands" — bind these different clubs together.

A Costume House in Provo, Utah

IN 1937 the Department of Recreation of Provo, Utah, with the cooperation of the school districts which donated a room and of the WPA which furnished leadership, organized its costume house. A drive for costumes by WPA workers resulted in securing over 2,000 costumes donated by citizens. These costumes were fumigated and renovated, and 600 new costumes were made during the year. Any organizations desiring new costumes were permitted to have them made at the costume house if they would furnish the material and turn the finished costumes over to the house after they had been used. The making of a hundred papier-mâché masks and costumes proved a splendid activity last year. The money for materials was furnished by the Senior Chamber of Commerce of the city.

A Plan for Young People's Dances

THE RECREATION Department of Pacific Grove, California, has initiated a program of twice-a-month dances on Friday evenings from 10:00 to 12:00 for high school, and post high school young people. The dance is held at the municipal auditorium, and a charge of twenty cents per person is made or thirty-five cents for a couple. All who attend must have cards issued by the special recreation dance committee made up of adults and young people.

An Amateur Radio Station — Manchester, New Hampshire, has a local amateur radio station, the equipment for which was supplied by local citizens. The Park Department remodeled an old stone tower to house the station which is available to all. A local radio club has been formed, and the broadcasting facilities are so complete that frequent conversations have been carried on with stations as far away as Australia.

A Drama Contest—The community centers of the Board of Education of Cleveland, Ohio, this year conducted a city-wide drama contest. As a special award the Play House of Cleveland invited the cast of the four prize winning plays to repeat the plays during the week beginning April 1st. The members of the cast were received under the same conditions as the regular players of the Play House. The four plays were: "And Now—the Journey," by Conrad Carter; "Red Velvet Goat," by Josephine Niggli; "Supposin'," by Sandor Vopos; and "Four Hundred Nights," by Jack S. Knapp.

Acquiring Parks Through Gift — Recently the *New York Times* reported that a public-spirited citizen had been ready to give a 150-acre estate as a public park to the city of Yonkers but the city was reported not to be in a position to finance the satisfactory maintenance year after year. There is no question that there are large tracts of land with high valuation that could be made available for park recreation through gifts, if only a moderate campaign toward this objective were conducted.

Winter Sports in Essex County, New Jersey —Last winter the Essex County Park Commission sponsored its first downhill ski race held in the South Mountain Reservation. There were two entries from the Plainfield Ski Club, five from Montclair, and one from Long Island. The course was half a mile in length with the trail dropping fairly fast in some places, and with one 90° turn where a member of the National Ski Patrol was placed. As a result of his interest and cooperation it is possible that local ski patrols will be formed.

The youngest of the twenty-seven contestants boasted that he was nine years old, while others in the junior class were thirteen, fifteen, and sixteen respectively. The oldest of the adults, who was born in Telemark, a town in Norway from which the famous telemark turn takes its name, was at least sixty years old. One girl competed.

The downhill ski race is now thoroughly a part of the winter sports program in the Essex County Park Commission, and next year it will be held on a trail with sharper grades.

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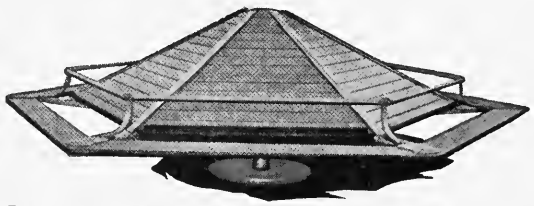

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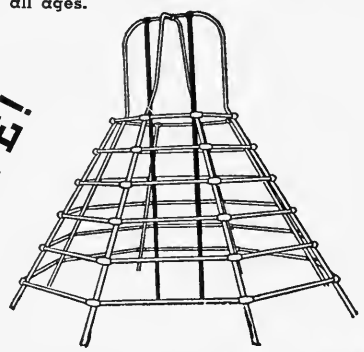

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A Boon for New York Photographers—The ranks of amateur photographers have increased to such an extent that one New York City realty firm is planning to equip each building under its management with a dark room. The company will also offer tenants a free course in a school of photography. The dark rooms will contain stainless steel sinks, mechanical ventilation, enlargers, printing machines, developing tanks and trays, safe lights, timers, trimmers, and other photographic apparatus.

A Museum Demonstrates Handcraft Activities—In 1936 a group of fourteen men in Weston, Vermont, organized the Vermont Guild of Old Time Crafts and Industries, with the purpose of maintaining Vermont interest in native crafts. They built a "working museum" to demonstrate how those crafts were carried on by pio-

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neers. Centered about a sawmill and a blacksmith shop, the building displays early methods of making wooden, copper, pewter, and wrought-iron articles; in the loom-room visitors see how wool and flax are spun, carded, and woven into material. The Vermont Guild has set up year-round courses and short-term summer classes for instruction in American handcraft. These courses are open to rural people who are interested in making articles for their own use or for sale and to craft teachers.

New National Park Established in Michigan—Back in 1931 Congress first considered the establishment of Isle Royale National Park in Lake Superior, Michigan. In April the state of Michigan gave the Secretary of the Interior a deed to the remaining amount of land which will meet the requirements of the Federal law in regard to the establishment of national parks. Isle Royale National Park is an archipelago containing Isle Royal and over forty other islands. The total acreage is 133,405 acres.

Rural Music Project Begins—For the past fifteen years Cornell University has developed special music programs for 4-H Clubs and the annual Farm and Home Week. During this time rural communities have made increasing demands for active guidance of local programs. In response Cornell University this spring is initiating a three-year program of music and dramatics made possible by a grant of $20,000 from the Rockefeller Foundation, and service will be extended to cover all of New York State. A previous grant provided for the writing and distribution of plays based on the folklore of the state, and a continuation of the rural dramatic movement has been made possible in the present grant. The aims of the project are to guide rural communities in developing their own resources and to make their experiences available through written reports to all rural communities of the country.

A Boys' Symphony Orchestra — Before the depression the Providence, Rhode Island, Boys' Club has a symphony orchestra which ranked with the best similar groups in New England. Then, because of budget reductions, the orchestra was forced to disband. This year the boys are hunting up discarded musical instruments, for the club is initiating a course in music appreciation and is reviving orchestral and choral work in its program.

Happenings in Akron, Ohio — The Department of Recreation of Akron, Ohio, reports an unusually successful camp season. Happy Days Camp was operated on a new site and in a new building in Virginia Kendall Park. The Metropolitan Park Board furnished the facilities and provided the camp director. Approximately three thousand boys and girls were transported by school busses from the playgrounds to the camp. Sandy Beach Camp served about six hundred boys and girls at alternate periods during the summer. The theater trailer unit traveled to fifteen communities during the summer months presenting pantomime, dance numbers, and amateur skits for the playground children.

A Cycle Train — On Sunday, May 5th, the Municipal Cycling Association of the Department of Playground and Recreation of Los Angeles, California, sponsored a cycle train which took cyclists and their bicycles to Santa Barbara where a barbecue luncheon was served free to all members of the group. The afternoon was spent riding through the hills of Santa Barbara and Montecito. An assembly car for entertainment was attached

to the train. The round trip fare for the ride of two and three-quarters hours was $2.50.

Helping to Plan Vacation Schedules—As a special aid to parents whose problem during the summer months was to plan for the happy occupation by their children of the many hours of leisure which vacation brought, F. S. Mathewson, Superintendent of Recreation of the Union County, New Jersey, Park Commission, assisted in planning individual vacation schedules for the enjoyment of the park system's many play facilities.

Detroit Essay-Winners Go to Camp—In the city of Detroit this past summer, four participants in the essay contest conducted by the Department of Recreation won a free week at Camp Recreation, near Brighton. The subject of the seventy-five word essay was "Why I Would Like to Go to Camp Recreation." Recreation Commissioner Clarence E. Brewer, who presented the awards, estimated that the number of children attending Camp Recreation this season totaled more than 2,000.

Working Toward a Goal—The East Bay Regional Park District of California has acquired 4,000 acres toward its ultimate goal of 10,000 acres for park purposes.

Inexpensive Booklets on Recreation—The Washington Service Bureau, 1013 Thirteenth Street, N.W., Washington, D. C., publishes a series of booklets at ten cents each covering a wide range of subjects in the leisure-time field. A number of them deal with gardening and flowers; others with games, social activities, and sports; still others with such subjects as fortune telling, and personality and charm. A complete list of publications may be secured on request from the Bureau.

Outdoor Movies in Sioux City

(Continued from page 261)

The equipment is set up before the show and taken down after it in less than half an hour. It can be easily transported on a small two-wheel trailer or even carried on the side and in the back seat of a regular passenger car.

The selection of films to be shown is one of the most important parts of the whole program. Since these films are for the enjoyment of the whole family, pictures must be selected that will interest small children as well as young people, their parents and even grandparents. Since they are for public showing, pictures must be chosen that will not offend any particular group and will maintain high standards.

Selecting Films

Before making a selection of pictures, considerable preliminary work is done. All the feature films listed by the leading rental libraries are checked and their rating determined in order that the very best material available can be used. While a number of magazines give reviews and ratings on films, it has been found that the type of rating found in the *Educational Screen* and the *Parents' Magazine* is the best for most purposes, since they give separate ratings for adults, and children.

Most feature pictures are not released for non-theatrical showing until several years after they are shown in theaters, so it is necessary to have back numbers of these magazines available. As

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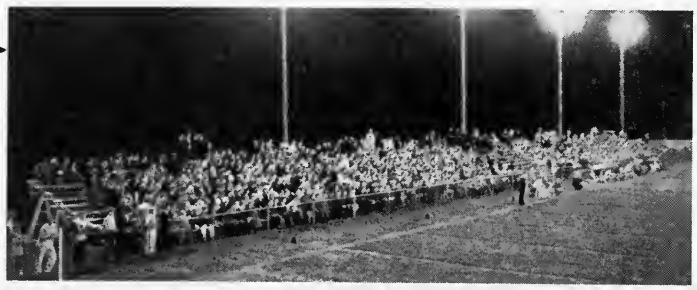

STEEL
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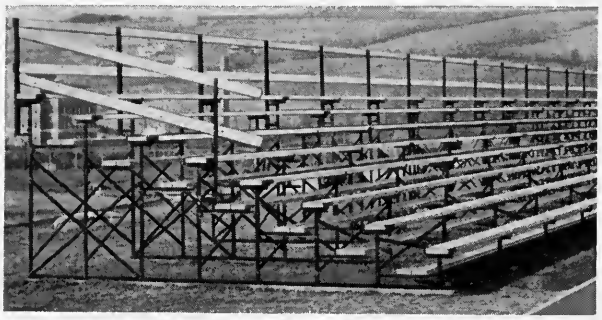

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an aid in determining the release date, a late issue of the *Film Daily Year Book,* which lists the release date for all feature pictures, is used. For the summer program of outdoor movies, only pictures which are recommended or at least given a satisfactory rating for showing to children, youth and adults by one or both of the above mentioned magazines, are shown. Since the film ratings from these magazines are not merely one person's idea, but often a composite opinion from a number of different reviewing bodies, one is fairly safe in accepting these recommendations. At least there is something definite to back up the selections.

The Sioux City Department of Public Recreation had an interesting experience along this line. One of the daily papers printed an editorial criticizing one of the pictures and suggesting that more care be used in the selection of Recreation Department movies. Immediately the magazines were taken to the editorial writer and the methods used for selecting the films was explained. As a result, he was convinced that the best pictures available were being used, and he promised to write another editorial explaining the difficult problem of pleasing all the people and commending the method of selecting films.

In the selection of films, care is taken to avoid the cheap western picture which seems to be offered in such abundance. The following are samples of some of the features that have been included in the program the past four years: Little Men, Peck's Bad Boy, Keeper of the Bees, City Limits, I'll Tell the World, The Healer, Rainbow on the River.

The film rental is not such a financial burden as one would expect. Film programs that rent from $8.00 to $10.00 per day can be rented for $20.00 or $25.00 per week, when used a week or two at a time. Practically the only other item of expense is the salary of the operator which need not be such a big item because of the simplicity of operating a 16mm sound-on-film machine in comparison with the regular 35mm machine.

Not only do movies provide wholesome entertainment for entire families at no cost to them, but by using the microphone an excellent medium of publicity for the recreation program is made available and other activities of the Recreation

Department are easily "sold" to the public. Through this means, a large number of contacts are made and many new people are informed of the program.

In Defense of Nature Study

(Continued from page 254)

a garden not only gives a chance for selection of plants best adopted for small amounts of soil, but shows the necessity of careful root treatment. Try arranging on an old platter a few stones, some moss, an orange toad stool and pipsessewa in flower.

"Any one who does not want to sail a boat, ride a horse or swim at high tide today may go on a nature walk." I don't blame them, I wouldn't go either. Until the camp authorities can realize that it is not necessary to set apart nature observations and interpretations as something scheduled; or during a shower to don hat and boots and trek through the woods after some queer duck, such a phase of camp life will fail to have appeal.

A Housing Development in Durham

(Continued from page 228)

contest which is sponsored by the City Recreation Department — an activity which dates back to 1926. There are at least nine species of birds, including the chick-a-dee, tufted titmouse, flicker, red-headed woodpecker, white breasted nuthatch, robin and English sparrow, who have become residents of these fine houses. In addition, Dr. Johnson, President of the Duke-Durham Bird Lover's Club, reports that sixty-two of the one hundred and twenty-five species of birds of this locality have been seen in the Sanctuary. The entire area is free from squirrels, and hunting is discouraged unless the weapons used are field glasses or cameras! This form of "shooting" is done to a great extent.

For the convenience of those who wish to study closely certain outstanding characteristics of birds and to prevent unnecessary noises and disturbances while doing so, special mounded grass paths have been built. These feathery carpet paths have proved to be very satisfactory to all who have used them. The erection of suitable fireplaces and picnic grounds has encouraged people to take their lunches and spend the entire day in the area. These are only a few of the fine developments in the Sanctuary. There is now under construction a nature museum 31′ x 46′ which will house a donated collection of two hundred bird nests along with many other attractive features. Under consideration at the present time is the building of observation stations and the additional planting of trees, shrubs and flowers.

The daily attendance at the Sanctuary ranges from fifty to two hundred people representing varied interests of both young and adult. The school children, especially those of the fifth and sixth grades, find this area an ideal outdoor laboratory for their science classes. Groups from the city playgrounds make at least two scheduled trips to the Sanctuary during the summer, and these are under leadership so that points of interest may be clearly explained. Four of the playgrounds are within walking distance of this area, and transportation is provided for all the other children who are not so conveniently located. The Boy Scouts have planned to plant a collection of wild flowers in the park, while the Girl Scouts have made special trips to service certain of the bird feeding stations. The Duke-Durham Bird Lover's Club, the Durham Hiking Club and other allied organizations have also found extensive uses for this area. Perhaps above everything else the

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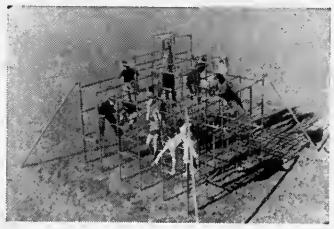

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Nature Advising in Girl Scouting

(Continued from page 222)

the sky line. Personality education, even in large congested cities, cannot be effective unless some means are evolved to give expression and to develop that phase of child nature. Official education over-emphasizes the intellect at the cost of the emotional-aesthetic expansion. An evolved personality has these multifarious phases balanced; his emotional-aesthetic and intellectual-rational responses are equally developed. Art, music, singing, the dance, creative literature, poetry, dramatics, and arts and crafts are balanced against discussion, research, and science. But none of these can take the place of experience with nature, plants and animals."

Cincinnati Discovers the Fountain of Youth

(Continued from page 245)

and their correspondingly different tastes; second, and by far most important, is the system of night lighting which makes the facilities available to thousands who have never before had the time or opportunity to utilize them. Simultaneous participation in activities by entire families has been made possible, and while children are occupied in activities provided for them, parents are left free to engage in their own play, or all may engage in the same activity if they desire. The sports field offers young men and women an ideal place to engage in co-recreation.

The policy of the Recreation Commission in operating the sports field has been strictly non-profit. The food and soft drink concession also is operated by the Commission. On the point of fees and charges, the Recreation Commission has been self-critical, but it is necessary that small charges be made for the use of facilities because the project must be self-supporting, since it is impossible to spare any part of the Commission's regular operating budget for the Airport Sports Field. It is regarded better to make these small charges to cover operation expenses than not to provide the facilities at all.

Cincinnati has no monopoly on the fountain of youth. It has been secured by three administrative devices available to municipal recreation departments, namely: inter-departmental transfer of city owned land; WPA contributions; small fees to cover current operating expenses.

Appalachian Trail Conference Activities

(Continued from page 243)

Shelters

Shelters, at intervals of a modernate day's journey, are regarded as an essential part of the Trail system. With the completion of their sections of the Trail, particularly in the less-developed regions, trail clubs are giving consideration to the construction of shelters or affording other accommodations for users of the Trail. A definite program was initiated in 1937, in cooperation with the Federal and State Forest and Park Services, for the completion of a chain of lean-tos along the entire route of the Trail. Subsequently many shelters were built in national forests and parks. Guide-book Trail data for the various sections list the shelters and available accommodations to meet the needs of the noncamping hiker. In the Maine wilderness it is possible to tramp 173 miles for seventeen days and find, each night, satisfactory public accommodations in the form of a sporting camp. In the Maryland-Virginia territory, similar eleven-day trips of 170 miles are possible.

The Contributions Made by Clubs

The clubs comprising The Appalachian Trail Conference have made extensive and valuable contributions to the knowledge of the little-frequented mountain regions and to collection of historic data in many sections. Trail workers have also spread the technique of light-weight camping equipment. As media for dissemination of trail and outdoor technique, The Appalachian Trail Conference has been a material factor in the development of the chain of new clubs throughout the length of the Appalachian Mountains.

To fill a long-felt need, members of The Appalachian Trail Conference published the first two issues of *Appalachian Trailway News* in 1939. This semi-annual publication of The Appalachian Trail Conference is devoted to The Appalachian Trail, the activities of interested individuals and affiliated clubs, and news items of general interest.

In addition to the individual resultant pleasure from execution and accomplishment of the objective, the motivation and justification for the clubs' maintenance of The Appalachian Trail are the extensive use of the Trail and shelter system by hikers and campers. Hence of no little importance to The Appalachian Trail Conference is the acquainting of the public with The Appalachian

Trail through articles in magazines and newspapers; publications; radio; lectures; movies, permanent and temporary exhibits in museums, sportsmen's and outdoor life shows; and World's Fair and photographic exhibits.

In 1937 the Conference started a constructive program in connection with a proposed plan to preserve and protect the Trail and its environs through the establishment of a zone or isolated strip two miles in width in which no new paralleling roads or other development inappropriate to a wilderness area are to occur. In 1938 "The Appalachian Trailway Agreement" was executed between the National Park Service and the United States Forest Service for the promotion of The Appalachian Trailway to extend one mile on each side of The Appalachian Trail in the eight National Forests and two National Parks, a distance of 705 miles out of the 2,050 miles of Trail. This program has been extended to include adherence to the Agreement by all fourteen states, with one exception—Maine. It is hoped to eventually include the remainder of the Trail route. Thus there is being provided an insulation of the route of the Trail as a section set apart and dedicated to the interests of those who seek recreation on foot.

Nature Study in the National Parks

(Continued from page 252)

and other bits of camera usage not generally understood. The service was so popular that it will be repeated during the 1940 season. The picture caravans covered an approximate route of fifteen miles, affording opportunities for wildlife shots and scenery for moving picture and still camera users alike.

Automobile caravans, accompanied by ranger naturalists, are on regular schedule during the summer from Estes Park Village to the Continental Divide at Milner Pass. General nature observations are made along the way. Special caravans for the study of roadside geology form a summer activity popular with scientific students and visitors from all parts of the land.

Naturalist services begin the first week of June, reach their greatest activity in July and August, and are concluded the latter part of September.

Rocky Mountain National Park covers 405 square miles of a choice section of the Rocky Mountains, and is the most accessible of western national parks to eastern and middlewestern points. It is under the immediate administration of David H. Canfield, park superintendent.

Recreation Notes and News

SPRINGFIELD COLLEGE has appointed George O. Draper as Coordinator of the Program for Training in Recreational Leadership there. Mr. Draper graduated from Springfield College and has taken graduate work at Columbia and Harvard.

. . . .

Dr. John Brown, Jr., internationally known Y.M.C.A. physical education leader, was guest of honor at a recognition dinner held May 13th in New York City upon his retirement as national "Y" physical director. Among the speakers who paid tribute to Dr. Brown's forty-three years of athletic leadership were Dr. John R. Mott, president of the World's Alliance, Y.M.C.A., Dr. J. E. Raycroft of the American Olympic Committee, and Dr. E. M. Best, president of Springfield College.

. . . .

Charles Stapleton, Acting Director, Community House, Goldsboro, North Carolina, was selected to lead the United States swimming team which participated in the annual Pan American swimming tournament held in Buenos Aires early in 1940. Six American nations were represented in the meet which was sponsored by the Hindu Club of Buenos Aires and the South American Swimming Federation. It is suggested that anyone interested in having further information communicate with Mr. Stapleton.

. . . .

A. J. Slogeris, former Superintendent of Recreation in El Paso, Texas, now working on an engineering project, maintains at his home an open hobby center to which anyone may come at almost any time to learn how to do things in which he is interested, with the help of Mr. Slogeris or some other volunteer equipped to teach the hobby.

. . . .

Directors of year-round recreation have recently been appointed for the first time in a number of cities.

Joseph A. Brislin has become Director of Recreation in Barre, Vermont. Another Vermont city to establish year-round recreation under the leadership of a Recreation Commission is Brattleboro, where Frederick Martin has become the recreation executive. Springfield, Vermont, has engaged Ralph Hileman to serve as year-round recreation executive.

In establishing its year-round recreation system,

Watertown, New York, has appointed J. J. Perry as its recreation executive.

New Canaan, Connecticut, has also joined the ranks of year-round cities, and E. Dayton Jones has become the Director of Recreation.

Some Adventures in Vacation Reading

(Continued from page 226)

over 800 reports made to Mrs. Smith on the second contest, and 920 in the third.

In the summer of 1939, the vacation readers formed the "Clock Club," and the club motto was "Pass the time away with a worthwhile book." Each child entering this contest was given a cardboard with a clock in the center on which a white line had been drawn from each hour to the edge of the cardboard. The name, "Clock Club," was printed in white ink at the top of the card, and at the bottom was written the name, grade, and school of the child. A different colored card was used for each grade. A cord was tied to the cards so that they could hang on the bulletin board in decorative array. The object of the contest was to read the clock around as many times as possible. When a child read and reported on a book, a star was put on the line running out from 12 o'clock, and so on for each hour on the clock as more books were read. The stars, however, had different values, according to the type of book read.

The method of scoring according to age group was as follows: a gold star counting 500 was given for non-fiction books only, the required number of pages varying with the age group. Silver stars counting 300 were given to the sixth, seventh and eighth grade pupils for books which contained 200 or more pages; to the fourth and fifth grades for books with 100 or more pages; and to the first, second and third grades for books of 50-100 pages. A red star counted 200 and was given to sixth, seventh and eighth grades for books of 100 pages; to fourth and fifth grades for books of 50-100 pages; and to first, second and third grades for books of 10-25 pages. A blue star counting 100 was given to sixth, seventh and eighth grades for books of 50-100 pages; to the fourth and fifth grades for books of 25-50 pages, and to the first, second and third grades for books of 10-25 pages. At the close of the contest which was held from June 1 to September 1, first and second prizes in the form of books were given to the ones with the most points in each grade from each school.

The last contest was especially successful, with a total of 920 reports turned in. The interest in non-fiction books was especially stimulated, since the highest-counting gold stars were given for reading them.

Enthusiasm for these contests was aroused by the librarian who visited each school just before vacation and told every class group about the contest, explaining what the motto was, when the contest would start, and at the same time building up a relationship with the pupils. This contact with the school children contributed a great deal to the popularity of the contest.

The bulletin boards were always eye-catchingly attractive, and numerous book displays made book selections easy for the participants.

The children in Hillsboro have gone adventuring into new worlds and different lands in the summer time and also have laid a foundation for a knowledge of library use, number system and literary appreciation which will enable them to go farther in the future.

Training for Nature Recreation Leadership

(Continued from page 246)

field of science can find some activities which they can conduct with children's groups and thereby foster interest in natural history.

The third objective is to make known to students the sources of help in their own community. The local organizations, such as museums and botanical gardens, are usually eager to help recreation groups establish nature programs, and hobbyists are often willing to provide volunteer leadership. The students are also given an opportunity to become acquainted with bibliographical sources to which they may turn for help in the various fields of nature.

Throughout these nature courses it has been the effort to develop in the leaders themselves an enthusiasm for nature, thereby making it possible that their own satisfactions may be passed on to those with whom they work.

Dramatics Come to Life

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from every standpoint. The children and the audience thoroughly enjoyed themselves, and our leaders have a high regard for the place of dramatics in the playground program.

Cycling for Sociability

(Continued from page 223)

an overnight camping trip, and a final barbecue.

A Memorable Camping Trip

The camping trip was one of the highlights of the season. Early on a Saturday morning nearly twenty club members met and set out for Camp Rutledge, a state park about forty-five miles southwest of Athens. As it was the first real cross-country trip for all except the writer, stops were made rather frequently, and the ride assumed the proportions more of a leisurely jaunt which, in the philosophy of the club, is the true purpose of biking. The afternoon and evening were spent chiefly in exploring the camp area, and an efficient kitchen staff prepared a big supper for all the riders. On Sunday morning swimming and fishing were the order of the day. The ride back Sunday afternoon climaxed a splendid outing. It was a real experience for all who participated and attracted much favorable attention all over town. Since all the bikers were adults there was no safety problem, and it was a very fine demonstration of the possibilities of biking for adults.

A Barbecue as the Grand Finale!

As a climax to the biking season the club planned a barbecue at a camp ten miles from town. Sixty-five bikers assembled late that afternoon and pedaled out to enjoy the occasion. The guest of honor was a member of the University faculty, Professor D. L. Ernest, who, at the age of 77, is still an inveterate biker and has been riding for more than fifty years. After the barbecue the president of the club presented Professor Ernest with a parchment certificate naming him honorary life president of the city cycling club because of his consistent interest and enthusiasm for the things the club was organized to promote.

To the club as a whole Professor Ernest's experience is a reminder that they, too, will probably enjoy bike riding through most of their lives and Athens is enthusiastic over biking as an activity that has a great appeal for adults as well as youngsters. The warm fellowship which has resulted from the many fine experiences of the cycling club has meant much to the whole membership, and as spring once more approaches plans are being made to make 1940 an even more significant year of biking experiences than was 1939.

The Yosemite School of Field Natural History

SINCE 1925 the Yosemite School of Field Natural History has been engaged in the task of training park naturalists and other nature leaders. The school was organized by Dr. Harold C. Bryant, now Park Superintendent of the new Kings Canyon National Park. Each summer about twenty college graduates have been selected from among applicants from all over the United States. These students are chosen on the basis of scientific training, experience, character and the promise they show of making profitable use of the training provided either as park naturalists or in some other phase of natural history leadership.

The Yosemite National Park provides an ideal location. Not only does the park provide scenic marvels but it also contains an extensive flora and fauna. The variation in elevation from approximately two thousand to over thirteen thousand feet makes it possible to find in one area five different life zones embracing plants and animals typical of conditions from the Mexican Border to the tundras of northern Canada. Geologically, it represents a notable example of stream-worn canyons widened by glaciers, and the story of granite is revealed in its rounded domes and batholiths.

The training consists of seven weeks of practical field experience in interpreting nature. Nature guiding is taught, demonstrated, and practiced through participating in the naturalist program of the park. Students record observations, collect specimens, write nature notes, and compile complete scientific reports concerning a week of carefully planned ecological study on a research reserve area. An opportunity is provided to study the flora, fauna and geology above timberline on a two weeks pack trip into the High Sierras.

Mr. Bert Harwell, Park Naturalist of Yosemite, acts as director of the school and Mr. Joseph Dixon, Field Naturalist of the National Park Service, serves as assistant. Members of the Yosemite naturalist staff assist in the instruction and several specialists from the University of California and other universities also serve on the instruction staff.

The eight weeks program is an extremely varied one providing for field instruction in the various fields of science, excursions to the nearby gold mining country, visits to the groves of Big

Trees, and evening campfires with outstanding scientists and National Park Service leaders as speakers. The high point of the summer is the two weeks High Country Pack trip. This is a never-to-be-forgotten experience among the peaks of the wilderness sections of the Park. This provides opportunities to study alpines, climb mountains and enjoy some of the finest scenery in America in the company with other like-minded people and under the leadership of men who are able to interpret the world of nature. *Lloyd Parratt,* Graduate of the Class of 1939.

Camping in Oregon—A Hobby for the Middle-Aged

(Continued from page 260)

a loop starting on the Skyline Trail at the point where it crosses the Santiam Highway, going by Santiam Lake, Jorin Lake, Bingham Basin, Marion Lake to Jefferson Park, and back again to the Metolius by Hunts Cove and Cabot Lake. It was one of the most thrillingly free experiences we have ever had—not hard and fairly inexpensive. All day long we threaded our way along the trails always in sight of the snow mountains, Sisters, Three Finger Jack, Washington, Jefferson. Every night we camped by some lovely mountain lake and slept beneath the trees and the stars. The guide did most of the heavy work and cared for the horses. To watch him pack the pack-horse in the morning and throw a diamond hitch over it all was like watching an artist create a picture.

Our afternoon and night at Jefferson Peak is beyond description. Our camp was by a rock-shored lake in a circle of fir trees whose needles, falling for who-knows-how-many hundreds of years, made a soft fragrant carpet. Framed between two trees rose Jefferson Mountain towering white and still against the deep blue sky. At night the clear white stars made deep contrasts of light and shade upon the sides of the mountain. And that mountain air and the clear warm sunshine at noon and the brittle cold at night!

For very luxurious horseback camping there are organized trips for this country, covering the trails from Mount Hood to Crater Lake—or any part of them. These people furnish all equipment —food, sleeping bags, horses and do everything for you. So that if you can sit a horse you can enjoy the trip. And literally sitting a horse is all the riding skill needed as the pace is set by the pack-horses and never exceeds a walk.

Why Not Try?

TO ENCOURAGE professional recreation workers to write not so much on the philosophy of the movement as on the techniques of doing the work, the Society of Recreation Workers of America is sponsoring the Joseph Lee Memorial Prize for Recreation Literature for the three best articles presented by members in good standing in the Society.

The first prize will consist of $50 and a suitable plaque; the second of $35; the third of $15. Awards will be made at the Society's annual meeting to be held in Cleveland, Ohio, during the National Recreation Congress, September 30-October 4, 1940. Final selections will be made by a competent board of three judges after preliminary judging by the Committee on Publications.

Papers, which should be of not more than 2,500 words in length and typewritten on one side of the paper only, should be submitted before August 1st to Wayne C. Sommer, Chairman, Committee on Publications, 2121 East Dauphin Street, Philadelphia. Each manuscript must bear the name, address, position, and organization of the writer in the upper left-hand corner of the first page.

Literature about these trips may be obtained at the local Chamber of Commerce offices and at the forestry offices. The forestry offices also have descriptive folders of all the types of camps and camp sites to be found in the forests, giving distances, methods of getting there, facilities and trips from the different points. These furnish excellent reading around the home fire on a rainy winter night. Half the fun of the trip is the planning of it!

It's Being Done in Nature Recreation

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Shelbourne Falls, Massachusetts, had a contest on what can be done to improve the community. It cost $25.00 for $1,000 worth of suggestions. If every recreation worker will send a 25¢ nature idea we will have $1,000 worth of ideas.

Robinson, champion of the Westfield River Parkway, takes pruning shears and makes pathways into pastures so that tourists can hike to see mountain laurel in all its glory. Some farmers cooperate by putting in turnstyles. Set your pruning shears and turnstiles to work for the year's cause.

"He Will Be There"

HE WILL BE THERE. Only disaster or serious illness could keep him away. He will be there, as he has always been there, a familiar figure, song book held out in front of his slight figure, eye-glasses a quarter the way down his nose, his white walrus mustache concealing his lips, his hands shaking a little as he holds his song book, but his voice lifted by a strong inner spirit in triumph above an aging body. Homer Hatch is the symbol of the Singers' Club and the Singers' Club is the symbol of Homer Hatch. The two have been inseparable companions for almost half a century, going back into the early nineties when Homer Hatch helped to found the singing organization with which he has sung for longer than I have lived. He will be there tonight, as always, when the Singers' Club gathers on the stage at Severance Hall with the famed Australian baritone, John Brownlee, as its soloist, and physical age and the problems of life and business will drop away from Homer Hatch, and in place of them will come the spiritual bread and butter and wine of song which have made his life so rich and full. Homer Hatch is eighty-one years as the physical age of man is reckoned but he has not yet cast his first vote by the spiritual calculation of the song of man. Auditor of W. M. Pattison Supply Co. by day, where he has not missed a day of work in more than thirty years, Homer Hatch is a song bird by night. When you take your seat at Severance Hall tonight to hear the Singers' Club, look at Homer Hatch, and look at him again and again, and as this eighty-one year old man lifts his voice to sing you will be looking upon a man who has had a song in his heart his whole life through for the world, for himself, for his family, for his friends, and you will find it good to look upon Homer Hatch.—From a newspaper in an Ohio city.

A Program of Education Through Recreation

(Continued from page 248)

really important collections of the plants, minerals, fossils, insects, reptiles, birds, mammals and Indian relics of North America. Some of these collections, among them Dr. Mengel's unrivalled collection of 120,000 butterflies representing the Lepidoptera of the world, are of international fame.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The American Citizen, March 1940 (formerly *Character and Citizenship*)
"A New Year's Eve Party for Christian Youth" by Theodore H. Kuch

Beach and Pool, March 1940
"Specifications and Recommendations for Underwater and Overhead Lighting of Swimming Pools."
"Duties and Responsibilities of the Aquatic Director" by William Clemenger

Beach and Pool, April 1940
"The Importance of Competent Personnel" by H. W. Craig
"The Promotion of a Swimming Pool" by C. M. Roos

The Camping Magazine, March 1940
"Give Camping Back to the Camper" by L. B. Sharp
"The Counselor Packs Her Duffel with Intangibles" by Katherine Kellet
"Girls on the Firing Line" by Betty Clark
"Insect Life in the Nature Program" by George N. Rysgaard
"The Chinese Had a Name for It!" Description of Top Sticks—a new game.

The Camping Magazine, April 1940
"Pottery Making as a Camp Activity" by Alice Paulaukas and L. R. Whittington
"Streamlining the Treasure Hunt for Large Camps" by C. Frederick Messinger
"Badminton Steps Out of Doors" by Carl H. Jackson and Lester A. Swan
"What the Average Camp Spends" by Ross L. Allen
"Camp Olympics" by Chris G. Chachis

The Camping Magazine, May 1940
"Packing Food for Trips" by Barbara Ellen Joy
"Platter Boats" by Mrs. B. A. Sinn
"Pack-Trip Technique" by Hugh A. Hunter
"A Homemade Pottery Kiln" by L. R. Whittington

Camping World, March 1940
"Economics in Camping" by Robert C. Marshall
"Water Systems for Camp" by Frank A. Kristal
"Singing Better" by Leona Holbrook
"Notes on Waterfront Floats" by Zenon Raabe

The Instructor, April 1940
"Making Garden Equipment" by J. Edward Bond

Journal of Health and Physical Education, March 1940
"Student Recreation on Our College Campuses" by C. D. Giauque
"Dance for Men in the Schools" by Jose Limon
"Softball as I See It" by Vincent Farrell

Journal of Health and Physical Education, April 1940
"Dance and the Theater Arts in the Colleges" by Charlotte MacEwan
"Afterschool Hours Prepare for Afterschool Years" by Gertrude M. Dayton
"Problems in Safety Education" by Ben W. Miller
"Girls and Lariats" by Josephine Betz
"Bowling as Part of the Curriculum" by A. E. Florio

Journal of Health and Physical Education, May 1940
"Health and Safety in Organized Camps" by Barbara Ellen Joy
"Coeducational Social Dance in the University Physical Education Curriculum" by Delta T. Hinkel
"Prevention of Injury in Softball" by Charlotte LaTourette

The Nation's Schools, April 1940
"Resurfacing the Playground" by C. L. Crawford

Parks and Recreation, March 1940
"Parks and Playfields: Is a Separate or a Joint Administration Desirable?" by H. E. Varga

Safety Education, March 1940
"A Safe Place to Play"

Safety Education, April 1940
"The Triangle of Bicycle Safety" by Harry Barnicle

Safety Education, May 1940
"Fun Without Risk"
"Weed Out the Hazards." Article on school inspection which might well apply to recreation buildings and community centers

Scholastic Coach, March 1940
"Schoolboy Catcher in the Making" by James L. Quigley
"Aquatic Program for the School Year" by John Y. Squires
"Baseball Quiz" by Jack Coombs
"Girls' Volleyball Officiating" by Norma M. Leavitt

Scholastic Coach, April 1940
"First Practice—The Ground Strokes" by J. Donald Budge
"Outguessing the Man with the Bat" by Charles A. Jamieson
"Competitive Volleyball Plan" by Frank Colucci

School Activities, April 1940
"Decorating Your Building for Social Functions" by F. J. Coyte and E. E. Ohlson

Service Bulletin, National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation, March 1940
"Fundamentals of Track and Field for Girls and Women" by Viola Mitchell

Survey Graphic, March 1940
"A Gang Goes Uphill" by Webb Waldron

PAMPHLETS

A Brief Selected List of Books Including New Publications for Recreation Leaders
Chicago Recreation Library Committee of Council of Social Agencies with cooperation of Work Projects Administration

Catalog of the Red Cross Radio Script Exchange. Third edition
Public Information Service, The American National Red Cross, Washington, D. C., March 1940 (revised)

Community Forests by Nelson C. Brown
Superintendent of Documents, Washington, D. C., price $.10

Dance Calls. Nebraska Folklore, pamphlet 27, series 3
Nebraska Writers' Project, Lincoln, Neb., 1940

Educational Radio Script Exchange. Fourth edition catalogue
Federal Radio Education Committee, U. S. Office of Education, Washington, D. C., 1940, price $.10

An Eye for Pictures by J. Ghislain Lootens
New York World Telegram, 125 Barclay Street, New York City, 1940

Forums on the Air by Paul H. Sheats
The Federal Radio Education Committee, U. S. Office of Education, Washington, D. C., price $.25

Goal-Hi by Dr. Forrest C. Allen
The College Press, 1939, price $1.00. Official rules book on Goal-Hi

Our Tin Can Gardens

(Continued from page 231)

six hours a week. "Seeds Furnished" refers only to those provided by the project. The actual number of varieties included in gardens is much larger. Our seed purchases are planned for beginners and are chosen from the following: Flowers — zinnias, marigolds, portulacas, petunias, sweet alyssum, balsam. Vegetables—radishes (2), lettuce (2), beans (2), carrots, beets, cabbage, summer squash, sweet corn, cucumbers, tomatoes, potatoes.

The varying costs as related to the number of gardens for the same years, reflect the fact that each year the size of the average garden has increased, due to the presence of a few large gardens, some singly, some cooperatively cultivated. The commonest garden will always be the twenty-five square feet allotted to young beginners. Practical results for many boys have been immediate jobs for some and, through visits to agricultural schools arranged by us, an awakened ambition in others to secure advanced training.

Camp Fire Girls Learn to See

(Continued from page 236)

lications, as well as others. Seeking help with a shell collection took them to the State Museum, where the custodian was surprised and pleased to find them so eager for information. They decided to make a bird identification chart, and that was where a Camp Fire father took command. The weather man was consulted about clouds as weather prophets. In fact, there were a great many people in that part of New Jersey made more aware of the real service they could give to young people and very much pleased with the interest shown.

As the Guardian who wrote us about this summer's experience says:

"I cannot say what part I liked best—perhaps acquiring knowledge, or the contacts with other people, perhaps working so closely with my own daughter—or attaining a goal, or just being out-of-doors with real friends. But this I know, I am a better Guardian and a happier mother because of this summer's experience. Try it! You may not have any more scientific information to start with then I did, but you'll learn as you go, and I'm sure you will enjoy yourself."

And that, we think, is a challenge to all recreation leaders, volunteer and professional, especially those few who still keep the book of the natural world tight closed because they are afraid to turn its pages.

New Publications in the Leisure Time Field

Introduction to Community Recreation

Prepared for the National Recreation Association by George D. Butler. McGraw-Hill Book Company, New York. $3.50.

RECREATION WORKERS and all interested in the movement will welcome this important new book which will prove an encyclopedia of information regarding the recreation movement, particularly in relation to the part played by governmental agencies. There are seven parts: Part I — Recreation — Its Nature, Extent, and Significance; Part II — Leadership; Part III — Areas and Facilities; Part IV — Activities and Programs; Part V — The Operation of Areas and Facilities; Part VI — Program Features and Services; and Part VII — Organization and Administration Problems. There is also a bibliography.

Not only recreation workers, city officials, and all interested in the promotion of recreation in its varied phases will find this 550 page volume valuable. It will serve colleges, universities, and all institutions giving courses in the training of recreation workers as a practical, comprehensive text book.

How to Produce Puppet Plays

By Sue Hastings and Dorcas Ruthenburg. Harper and Brothers, New York. $1.75.

THE AUTHORS have given step-by-step instructions with clear diagrams showing how to build a stage, make a puppet, publicize the show, and handle all the other details necessary to the successful production of puppet plays. The methods recommended may be followed easily and effectively by the novice and amateur.

Leisure for Living

By Sydney Greenbie. George W. Stewart, New York. $2.50.

MR. GREENBIE and his wife, Marjorie Barstow Greenbie, have for years been cultivating the arts of leisure both in their life together and in their writing. As Mrs. Greenbie, author of *The Arts of Leisure,* writes in her introduction to her husband's book, "Our conception of the arts of leisure is the product of our joint lives, and whoever writes it, it is a family affair."

This is a delightful book in which Mr. Greenbie weaves his philosophy of life as it relates to our leisure time. Leisure for relaxation, for learning, for enrichment and reflection form his major themes, each elaborated in a number of chapters whose titles lure you into reading them even though you are sure you haven't the time! Here are a few of them: The Importance of Fun; Formula for Living; "Likee Speechee?"; Hobbies and Gadgets; Growing Your Own Home; Meditations for Materialists. Recreation workers should take time to read this book.

The Junior Party Book

By Bernice Wells Carlson. Cokesbury Press, Nashville, Tenn. $1.50.

THIS BOOK, containing suggestions for twenty-four parties, has been written to stimulate the giving of simpler, easier parties—parties that will be fun for everyone, including the parents of the young host or hostess, and also the parents of the children attending. The games and other suggestions have been tested and found to be practical.

American Recreation Series

Edited by Federal Writers' Project, WPA. Bacon and and Wieck, Inc., 118 East 28th Street, New York, Publisher and sole distributor. Each $.10.

IN A YEAR when the slogan "See America" takes on a new meaning and travel in the United States is bound to be greatly increased, the publication of this series of recreation guides is particularly timely. The series consists of 52 booklets, paper bound, with an unusually attractive pictorial cover—one for each state and one for Alaska, Hawaii, Porto Rico, and the Virgin Islands. There are also a few guides of individual cities such as New York City. Each booklet contains much useful information, such as a calendar of events for each state, population, places of historic interest, sports, recreational areas, tours, a map, and road travel information. Discounts are offered on quantity purchases.

Junior Boat Builder

By H. H. Gilmore. The Macmillan Company, New York. $1.25.

A FEW MATERIALS and some simple tools are all the equipment needed for the boy who would be a carpenter and a sailor at the same time, for so clear are the directions given in this book and so helpful the diagrams that any boy should be able to make his own fleet. There are directions for making amateur cruisers, yachts, river boats, freighters, and sailboats, and there are directions, too, for such marine equipment as lighthouses, buoys, piers, and wharfs for the fleet.

Create Something

By Felix Payant. Design Publishing Company, Columbus, Ohio. $2.50.

"WE ARE NEVER as happy as when we are creating something." This is the theme around which the author has developed his subject matter. And it has been his purpose to present his material on creative arts in such a way as to make it understandable to the beginner without sacrificing its value to the advanced student or teacher. Included is information on line and chalk drawings, block printing, painting, mural painting, lettering, poster making, textiles, leather tooling, pottery, modeling,

puppetry, mask making, paper construction, wood carving, toy making, metal craft, photography, and motion pictures. Two hundred illustrations have been included to give clarity to the various sections of the text.

Civil Service in Public Welfare.

By Alice Campbell Klein. Russell Sage Foundation, New York. $2.25.

A contribution of real value has been made in this manual coming as it does at a time when in increasing numbers social workers are entering the public welfare field. The civil service situation is a varying one, as Mrs. Klein points out, and one requiring more careful study and consideration than it has received up to the present time. The factual material needed for such a study is presented in this volume. Part One, devoted to Civil Service: Its Functions and Procedures, is intended as a primer of civil service history and practices. Part Two, Where Social Work and Merit Systems Meet—considers civil service procedures from the point of view of the effect on public welfare and necessarily deals with some controversial factors. The attempt throughout, however, is to present opposing points of view with arguments for both sides.

Civil Service in Public Welfare is an important book which merits careful study on the part of workers both in the private and public field.

Tricks Any Boy Can Do.

By Joseph Leeming. D. Appleton-Century Company, New York. $2.00.

There are directions for performing nearly two hundred tricks in this book designed for amateur magicians. All of them are so simple that in no time at all the reader can become adept at mystifying his friends. A great variety of tricks is offered—tricks with cards, with coins, matches and match boxes, balls, handkerchiefs, rings, and string; mind reading and spirit tricks; tricks with numbers, and many others.

The Handy Play Party Book.
Singing Games and Folk Songs.

Cooperative Recreation Service, Delaware, Ohio. $1.00.

The Cooperative Recreation Service has adopted a very attractive and practical way of binding its Kits. This particular booklet contains singing games and folk songs usable by amateurs. With this binding the book stays open on the piano, and its form and shape make it easy to carry in the pocket. The booklet contains European Singing Games, American Singing Games, Southern Singing Games, and Selected Folk Songs.

Face the Footlights!

By E. B. (Zeke) Colvan. Whittlesey House, McGraw-Hill Book Company, Inc., New York. $3.00.

This book has been written not only for actors and those who would be actors, but for directors, coaches, and all interested in the theater. Its purpose is to tell the young actor not only what to do, but how and why. It analyzes each element in acting and shows its relative importance. A full set of exercises is included to assist in the development of these elements.

Directory of Youth Organizations.

Compiled by Mary Rodgers Lindsay and Simon Uhrman. National Youth Administration for New York City, 265 West 14th Street, New York.

Since 1937 the Research Department of the NYA of New York City has conducted continuous research on youth organizations, and directories were issued in 1937. The enlarged 1940 edition has complete listings for 216 organizations and partial listings for 65, making a total of 281, more than twice as many as appeared in the 1937 edition. The purpose has been to include all youth organizations nation-wide in scope, and the city-wide organizations in New York City.

The National Youth Administration has performed a valuable service in compiling information on existing organizations for youth.

Community Schools in Action.

By Elsie Ripley Clapp. The Viking Press, New York. $3.75.

"The work which is described here," says the author, "is itself a tribute to John Dewey whose philosophy and vision of the school as a social institution prompted our efforts to create a community school and to participate in community education." Dr. Dewey, in his foreword, points to the community schools which Miss Clapp describes as proof of what the community can do for schools when the latter are actually centers of community life and how communities develop themselves by means of schools which are the centers of their own life.

Miss Clapp describes in detail the development and the work of the Roger Clark Ballard Memorial School, a rural school in Kentucky, and schools in Arthurdale, West Virginia. She emphasizes the recreational and cultural resources and opportunities and the influence of these schools on the life of their community.

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What Is It We Defend?

THE WORLD we have known is all changed. We do not know what a day will bring forth. Gone are Czechoslovakia, Austria, almost Poland. Partitioned is Finland. Suspended are Norway, Denmark, Holland, Belgium as we have known them. Prostrate are China, France. The British Empire fights on. Defense in the United States comes first.

What is it we defend? What is the America we know? How runs The American Way of Life?

America is liberty, freedom, the pursuit of happiness.

America is also discipline, courage, the pioneer spirit, aspiration.

America is romance, adventure, sport, music, culture, life for all here and now.

We cannot defend America well without keeping strong that which we defend. America is life, real life for all from the cradle to the grave. Through recreation we build much that is above the mere cellar foundations of existence. In our cities and in our open country blossoms a civilization of abundant living which has been the dream of men always everywhere. Leisure is no longer an empty word.

All this we will defend. All this is worth defending. But surely this dream land that we have made real land—we will not give up just because we are going to defend it. We *will* keep our park lands and waters, our music, our beauty, our sports, the laughter of little children, a measure of rhythm and lightheartedness even as we step out ready to defend to the full all we have, all that we have with God's help builded.

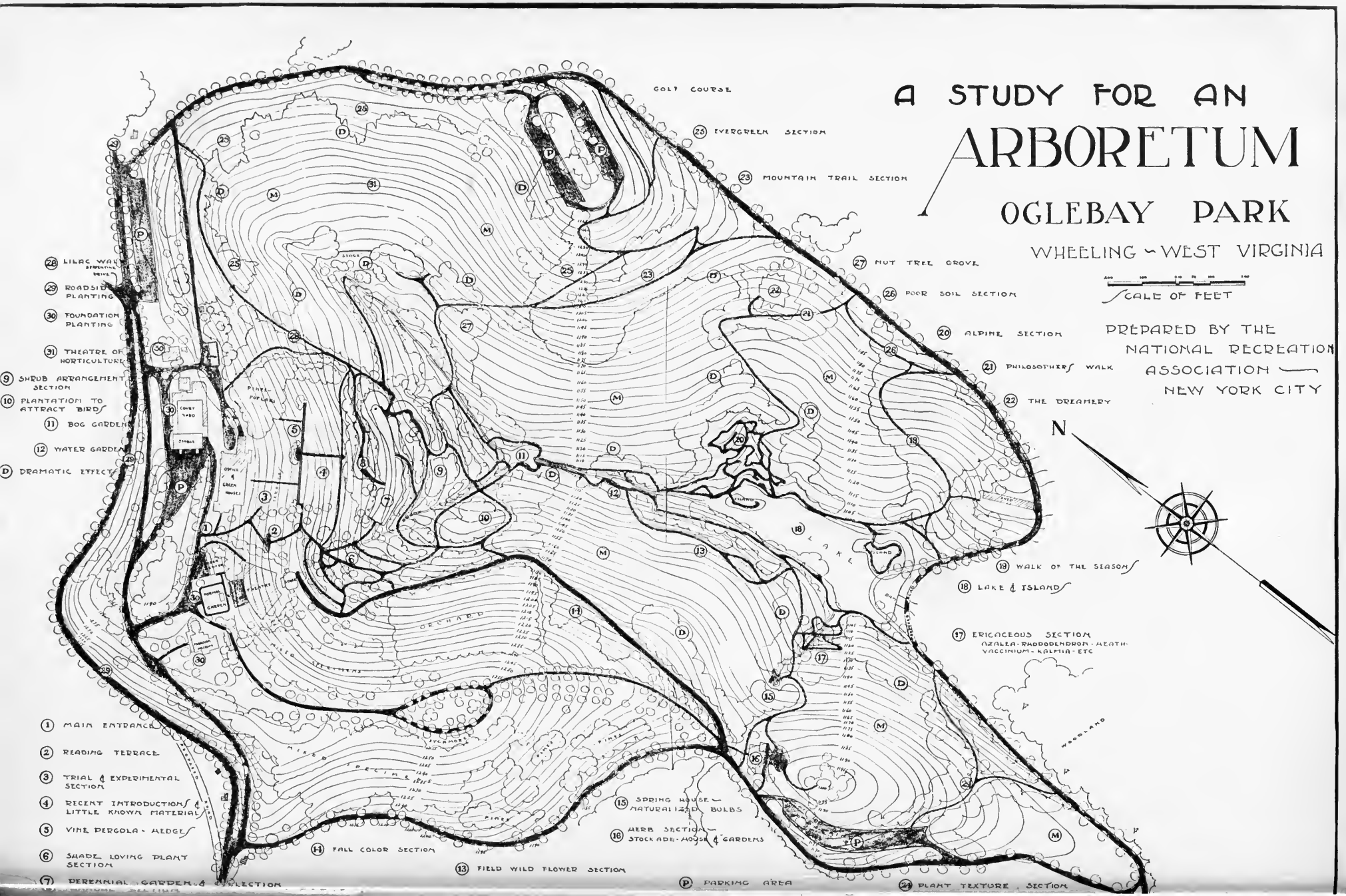
Rhythm and smiles are a part of gallant defense and help keep away the tenseness that weakens defense. The hunger of all men and women for spiritual comradeship is greater at the present moment because of all that is happening in the world at large.

Keep the home fires, the heart fires burning. Keep the morale high. Here's no place to think of cheapness, of pinching pennies, of cutting taxes. Recreation, the song in the heart, must be strengthened, not weakened when we prepare to defend our shores.

The flag of our dreams as to what America is and can be and will be must not be lowered.

Always we must hold firmly that this part of the world with all its share of sorrow must still ever be kept a land of high courage.

Howard Braucher


A STUDY FOR AN
ARBORETUM
OGLEBAY PARK
WHEELING ~ WEST VIRGINIA
SCALE OF FEET
PREPARED BY THE
NATIONAL RECREATION
ASSOCIATION
NEW YORK CITY
N
GOLF COURSE
25 EVERGREEN SECTION
23 MOUNTAIN TRAIL SECTION
27 NUT TREE GROVE
26 POOR SOIL SECTION
20 ALPINE SECTION
21 PHILOSOPHERS WALK
22 THE DREAMERY
19 WALK OF THE SEASONS
18 LAKE & ISLANDS
17 ERICACEOUS SECTION
AZALEA - RHODODENDRON - HEATH - VACCINIUM - KALMIA - ETC
28 LILAC WALK
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24 PLANT TEXTURE SECTION
ORCHARD
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WOODLAND
MIXED SPECIMENS
SYCAMORES
PINES
COURT YARD
STABLE
OFFICE & GREEN HOUSES
FORMAL GARDEN
THEATRE

A People's Arboretum in a People's Park

This account of the proposed Arboretum at Oglebay Park and its many unusual and interesting features is based on the study made by F. Ellwood Allen, Specialist in Recreation Facilities, National Recreation Association.

Oglebay Park, West Virginia, which has already attained a national reputation as a people's park, was once the 750-acre estate of the late Earl William Oglebay. During his active life this vast rolling acreage known as Waddlington Farm became an agricultural show place of the entire East. Upon his death, Oglebay Park was bequeathed to the people of Wheeling who accepted this princely gift through formal action of council in July, 1928.

The executors of the Oglebay estate, headed by Crispin Oglebay, nephew of Earl W. Oglebay, saw in this beautiful area an opportunity to develop physical and cultural facilities so necessary to the recreational life of the people.

Ever since its inception as a park the development of an Arboretum has always been considered a definite feature of future plans. In 1937 the National Park Service prepared a Master Plan for the Park setting aside an area of approximately seventy acres as a site for the proposed Arboretum.

On March 29, 1940 the Arboretum Committee of Oglebay Park authorized the National Recreation Association to prepare a study with specific recommendation for such a development. On June 19th the study was presented before the Wheeling Park Commission, the Arboretum Committee, and the Affiliated Garden Clubs and was adopted by these groups.

Purpose and Scope

In the traditional sense of the word an Arboretum is a scientific collection of plants usually arranged by families, and as far as possible, in generic groups so that students of horticulture may gain more information about plant habits, culture, and relationships. Due consideration is given to plant ecology. The Arboretum is then an outdoor laboratory where plants may be observed as they grow in varying but entirely natural conditions.

Could an Arboretum built along traditional lines adequately meet human needs at Oglebay Park? Oglebay Park, since its beginning, has been a people's park, offering everyone an opportunity to enjoy cultural as well as physical activities amid surroundings of unusual beauty. It has done much to enrich life, to make it more satisfying through diversified activities. The Arboretum should be designed in keeping with such a philosophy.

In order to carry out this policy, our usual formulas will have to be discarded. An area approximately seventy acres in extent in the rear of the Mansion House is the site for the Arboretum Proper, but the study proceeds on the assumption that the entire acreage of the Park may be considered as an extensive Arboretum—so that existing Nature Trails, the unique Serpentine Drive, the numerous valleys and hillsides and the vehicular driveways may be a part of the scheme.

This Arboretum is more than a scientific collection of plants; by designing it not for a few students but for all the people, and by attempting to make horticulture a definite part of their lives, it becomes an Arboretum of and for the people.

The main valley of the Arboretum Proper

In order to dramatize horticulture, it will be necessary to create a series of breath-taking dramatic effects. The recent trends in gardening, the revived interest in

The Greenhouse and site of the main entrance to the Arboretum

horticulture among all groups of people, and the vitality of the Garden Club movement justify this radical departure. Obviously beauty will play an important part in accomplishing the objective. The driveways automatically become demonstration areas for roadside planting. There will be a series of horticultural "stages" in the Arboretum Proper, each presenting a striking dramatic effect. This series of dramatic effects will attract people at all times during the year, for these features will reach their maximum beauty and emotional appeal in different seasons. Impressive vistas, great open spaces, masses of informal planting carefully blended with the existing topography will create pictures of incomparable beauty.

Such an Arboretum will lose none of its scientific attributes. All materials will be carefully labeled with their scientific and common names. There will still be emphasis on plant ecology. The Arboretum will demonstrate clearly to visitors what can be done to create desirable effects with plants in their own homes and communities.

There is no question but that the development of an Arboretum of this type will have tremendous repercussions, because it makes possible the understanding and appreciation of horticulture by all classes of people. The inspirational value of this Arboretum will be reflected in homes and communities throughout the state of West Virginia and in surrounding regions. To the student it has a scientific appeal; to the lay gardener it shows the use of plant materials. It intrigues those who have never worked with plants into starting a garden of their own.

General Character of the Design

Simplicity is the basic principle in the design of the Arboretum Proper. The unusual topography in the 70-acre tract, with its open hillsides and flowing valleys, with its masses of existing natural planting, will be utilized to the best possible advantage. Only in rare instances will the topography be changed.

The various sections and features of the Arboretum will be located not only in conformity with the existing topography and natural and cultural features but from the standpoint of accessibility as well. The entire area will be accessible from many points along the circumferential drive. No provision has been made in the Plan for vehicular traffic in the Arboretum Proper. Despite the numerous separated entrances into the area, it will be possible to visit all features by following a continuous series of walks and paths from any point. At three important spots around the area additional parking facilities will be provided, and the present parking area opposite the Greenhouses will be materially increased in size. Thus visitors will be able to park their cars within a reasonable distance from any particular point they wish to see.

Cognizance has been taken of the magnificent views from certain vantage points. The design increases the importance of this visual factor by planning new open spaces and additional vistas—thereby creating the illusion of distance and extent.

It is proposed that all walks be as natural as possible. Many of these should be of turf and defined only by a closer cutting of the grass, or, in areas where much planting occurs, of gravel or tanbark. To provide access for service trucks and equipment, major walks can be constructed of a macadam base covered with soil and sown to grass. There is no doubt but that it will be desirable that provision be made to allow those who are unable to walk to use the drives as a means of access to a specific section.

Detailed Description of Major Sections

This, then, is a view of the Oglebay Park Ar-

boretum as though it had been already created according to the Plan:

Main Entrance (1)*. Every important area should have one major entrance exceeding all others in salient design and treatment, so it is necessary that the Arboretum have a dignified and welcoming entrance in keeping with its uniqueness. The Garden Center and Greenhouses constitute the focal point of the Arboretum, and at a point between the Garden Center and the Greenhouses the Main Entrance has been conducted in an easy, gracious manner, conforming as far as possible with the existing topography. It may be necessary to construct a retaining wall in the cut away bank opposite the actual entrance for emphasis and prominence.

Reading Terrace (2). Approximately two hundred feet from the Main Entrance it was necessary to break the grade with a terrace. This Terrace is so designed and equipped to serve as terrace and outdoor reading room. Here a Garden Club may gather for reading and discussion in a lovely environment. Here is an excellent starting point for groups who wish to inspect the Arboretum. Adequately supplied with appropriate benches, the Terrace affords a quiet resting place for those who are weary on their return through the area. The Reading Terrace corresponds to the lobby of a hotel, furnished with appointments that are attractive as well as necessary.

Trial and Experimental Section (3). Directly in the rear of the Greenhouses is an area composed of regular terraces which has been set aside for trial and experimentation — for trying out new species and varieties of plant materials and rediscovering old ones. The area is of sufficient size to meet adequately the demands of a number of years.

Recent Introductions and Little Known Materials (4). The lower portion of the terraces to the rear of the Greenhouses becomes an exhibition ground for more recent introductions in the plant kingdom as well as for a display of unfamiliar but well-deserving species. Due to the character of the terraces, the plantings are formally arranged. Sections are set aside for shrubs, herbaceous perennials, annuals, bulbs, and small trees.

The development of a special rose section or garden is not contemplated, so an area in this section has been designated for some of the newer and better hybrid teas and perpetuals. A small collection of outstanding Iris, Peonies, and Lilies may be found in this area.

Vine and Hedge Section (5). In order to separate the two sections just described and to provide a support for a vine collection, a pergola has been introduced between the Trial and Recent Introductions Sections (3 and 4). This pergola, extending from one side of the terrace area to the other, is approximately three hundred feet long, and each eight-foot division affords a support for a separate vine in front and back. Dense types are used in the back and lighter in front, permitting visitors occasional views of the landscape beyond. One terrace immediately above the pergola contains a collection of hedge materials which screens the Trial Section (3). An axis in the form of a path through the Recent Introductions Section (4) has been developed and emphasized by a special semi-circular design in the center of the pergola. Benches placed in the pergola provide visitors with an opportunity to rest and enjoy the views from this point.

The collection of vines is impressive and fairly complete, containing all the common vines and some of the less familiar and newer types. This

* This numeral and succeeding ones refer to corresponding figures on the Plan which appears on page 278.

Section showing approximately the site of the Theater of Horticulture

latter feature ties in perfectly with the section devoted to recent introductions and little known materials. One plant of each vine provides a successful and educational display. The plants are arranged as to color, texture, and time of flowering, for even before the Forsythia is in bloom, the Hardy Jasmine will be in all its glory. Here we find such vines as: Silver Lace-Vine, Kudzu Vine, Climbing Hydrangea, a collection of the newer Wisterias and Clematis, Akebia, Actinidia, and Low's Ivy.

In the hedge group, materials rarely used but excellent for hedges are introduced: Alder Buckthorn, Laurel Leafed Willow, Hawthornes in varieties, Amur Maple, and many others.

Shade Loving Plant Section (6). Just below the Reading Terrace (2), and to the west, a section rich in Maples and Poplars is provided with a series of paths and large beds for shade loving plants. The collection includes a variety of shrubs, small trees, ground covers, perennials, ferns, and brakes. Shrub possibilities include Spicebush, Sweetshrub, Viburnum in varieties, Sweet Pepper Bush, Shadbush, Flowering Raspberry.

The possibilities in perennials are almost unlimited: Columbine, Virginia Bluebell, Shooting Star, Day Lily, native Phlox, Primrose and Violet in varieties, Snakeroot, and others.

Here also we find a collection of lovely ferns and brakes with such striking examples as Regal, Cinnamon, and Interrupted Fern, Polypody, Woodsia, Spleenwort, Maidenhair Fern.

One section of the area shows plants adapted to dense shade, another to light shade, and still another to partial shade. So many people ask the question: "What will grow where it is too shady for grass?" The answer to this and to many other similar questions is found here.

Perennial Gardens and Collection (7). To those who approach from the Main Entrance (1), the Perennial Garden is the first spectacular display in the Arboretum. From just below the Reading Terrace (2) a walk leads to a six-foot wall and a wrought iron gate which opens into the Perennial Garden.

On entering the gate one sees a mass display of perennials and an impressive border on both sides of a thirty-foot grass panel. The width of the beds varies from six to twenty feet, depending upon the type of materials and the massiveness of the planting. This perennial border is laid out in a curved pattern so that it is not possible to see the end of the garden from the entrance. The visitor is intrigued into continuing through the garden, following down the grass panel until a final mass of color, more spectacular than any previously seen, climaxes the horticultural display.

The secret of this perennial treatment is to use bold masses of material in heavy clusters, to design these masses so that an interesting bank and skyline are created, and to provide a border of continuous bloom throughout the year.

Here we find all of the well-known perennials adapted to the private garden placed in attractive arrangement according to time of bloom, color, height, and texture. The introduction of spring flowering bulbs in masses adds much to the color in early spring. Perennials that form natural partnerships and interesting effects are grouped together.

In an official resolution the Board of Park Commissioners of the City of Wheeling went on record as approving in principle the general scheme for the proposed Arboretum, and authorized the development of working plans in conformity with the ideas and suggestions submitted. "When carried out," stated the resolution, "the Plan will give Oglebay Park an Arboretum which will be modern in its conception and outstanding in its effectiveness."

The axis of the garden is terminated by a small architectural feature such as a bird bath or piece of statuary. The Garden is completely enclosed by high planting of shrub material. This thick screen planting on the borders is one factor contributing to the surprise element so fundamental in the basic design of the Arboretum.

Visitors to this section see many perennials—some perhaps unknown to them—which are desirable in their own gardens. A careful scientific labeling acquaints them with the varieties and species in this valuable and inspirational display.

Annual Section (8). A walk on the north side of the perennial border leads to a section devoted to annuals. Here again we have a border on both sides of a curving path—this one, however, more informal in design. It consists of beds with a maximum depth of six feet in which annuals can be grouped in mass arrangement. The same policy of planting, but on a smaller scale, is followed in the Annual Garden as in the Perennial (7). Here we find a general collection of annuals grouped together according to color, height, time of bloom, etc.

Shrub Arrangement Section (9). A great deal of

time is spent in teaching flower arrangement in the home, and much emphasis is placed on the effective use of flowers in vases and receptacles. Many people, however, who are acquainted with various shrubs fail to realize how they too can be combined in their planting for dramatic effects.

On a bird walk in the Arboretum

The purpose of the Shrub Arrangement Section is to create interesting effects with shrubs in color, grouping, and type of growth. Arrangement is considered from the viewpoint of winter effects as well as seasonal flower and foliage. Here also visitors may learn the botanical and common names of horticultural materials. This section does not demonstrate the use of specimen plants but stresses, rather, mass planting for effect.

Plantation to Attract Birds (10). A growing interest in nature and wildlife has resulted in many inquiries on shrubs and materials that will attract birds to private gardens. While this section is not designed specifically as a bird sanctuary, in reality it functions as such. Here again striking effects are created in the planting of trees and shrubs, all carefully labeled and classified. In this case only those that are fruit bearing and that supply a definite source of food for birds are used: Honeysuckle, Spicebush, Flowering Raspberry, Indian Current, Snowberry, Sumac in varieties, Wild Grapes.

Bog Garden (11). Where the east and west branches of the brook meet directly below the Shrub Arrangement Section (9), a small dam has been constructed to form a bog area — the Bog Garden of the Arboretum. It is irregular in shape and surrounded by paths so that a careful study of materials can be made.

In this garden moisture-loving plants have been introduced, not only in the bog itself but around the edges and in the immediate vicinity. Masses of Forget-Me-Nots, of the blue and yellow native Flag, and of Marshmallow add color and interest. We find such plants as White Turtlehead, Butterfly Weed, Joe Pye Weed, Andrew's Gentian, Cowslip, Crowfoot, Golden Ragwort, Cardinal Flower, Arrowhead, Royal and Cinnamon Weed.

Water Garden (12). A path proceeding south on either side of the brook leads to a small pond created for a Water Garden. The pool has provided opportunity for the culture of aquatic plants, and, as in the Bog Garden (11), the land in the vicinity has been reserved for those trees and shrubs that do well in a moist environment.

Here are such trees as Red Maple, Black Birch, Black and Paper Birch, Sweetgum, American Larch. Shrubs include Buttonbush, Spicebush, Witch Hazel. Water Lily, Lotus, Cat-tails, Pickeral Weed are some of the aquatics which appear in this Garden.

Field Wildflower Section (13). Following along the west side of the brook in a southerly direction from the Water Garden (12), we come to an open field where wildflowers grow in open sunlight. Oftentimes we think of wildflowers only in connection with wooded areas, forgetting that the native habitat of many of the showiest wildflower species is the open field. The Wildflower Section has been planned to make visitors realize this fact. The following wildflowers play an important part in the collection: Hardhack and Meadowsweet, New England and other wild Asters, Goldenrod, Butter and Egg, Blazing Star, Butterfly Weed, Devil's Paintbrush, wild Lupine, Daisies in varieties.

Fall Color Section (14). This section is one of the most unusual examples of planting for dramatic effect. In order to show the importance of fall color in the use of materials, a special section has been set aside adjacent to the existing orchard on the west slope of the Arboretum Proper. Here trees and shrubs are grouped to create striking fall color contrasts. The following well-known materials have been used: Maples and Oaks, Sweetgum, Fragrant Sumac, Flowering Dogwood.

Spring House—Naturalized Bulbs (15). South of the Fall Color Section (14), an area is devoted to naturalizing bulbs. Great masses of bulbs have been introduced into this section. Crocuses, Narcissus and Scillas, Muscari and Snowdrops, and some of the important tulip types produce striking effects. The color can be extended over a considerable period of time and the sheer beauty of the flowers is a high dramatic point in early spring.

Herb Section—Stockade-House and Gardens (16). Those who have followed the interesting trends in gardening during the past few years have noted a revival of interest in herbs, both medicinal and culinary, that at one time were an important part of the old colonial garden.

Pot herbs are a prerequisite to good cooking, and Chives, Parsley, Tarragon, Chervil, and summer Savory should be in everyone's garden. Gardeners have discovered that herbs are not only valuable for their medicinal and culinary properties; many varieties add distinctive color and beauty to the perennial garden. Sweet herbs with their aromatic and pungent leaves and flowers—Lavender, Rosemary, Sweet Marjoram, Thyme, and Basil—are being used more and more by garden enthusiasts.

It is difficult to imagine a functional Arboretum for the people without a complete collection of herbs and a section devoted to their culture. The Herb Garden has a rather unique setting. It consists of a wire-woven sapling fence stockade six feet in height, enclosing an area approximately 50 x 80 feet. In the southeast corner of the stockade a building constructed of rough-hewn timber with a stone fireplace and a thatched roof is the focal point of interest. It has many functions: a salesroom for bottled dried herbs, a museum of old herbals and herb accessories, and a kitchenette for serving salads and sandwiches of which herbs are an important ingredient. Here one finds literature on herb culture and the use of herbs.

Around the building, resting on millstones, are old-fashioned beehives with their conical shapes and thatched roofs. The "Bee Garden" was a definite part of the herb gardens of the past. A well or dipping pool is another very important part of the garden. Within in the stockade the major Herb Garden is placed. This is intricate in design—a "Knot Garden" in which the formal bed shape is outlined by low-growing herbs such as Santolina, Thyme, Parsley or Chervil. Within the knots are planted masses of various herbs.

A "Wagon Wheel" Herb Garden shows how herbs may be grown in a limited space. Such a garden is made by sinking an old wagon wheel in the ground and using the space between the spokes for various varieties of herbs.

About the stockade a collection of the older types of roses—including the Damask, Moss, and Cabbage Rose—some of which are almost extinct, are planted.

The Sweet Briar is used as a transition from the severe formal arrangement within the stockade itself to the informal area in the rear of the stockade. An opening on the opposite side of the Main Entrance (1) to the stockade leads to this informal section where herbs are shown in relation to a perennial border. In an open area provided with tables and chairs light refreshments are served.

The entire section is enclosed by heavy shrubbery in order that the Herb Garden may be seen only at the site itself.

Ericaceous Section (17). The Ericaceous plantings are on the west slope of the southern portion of the Arboretum—a location ideally suited to a display of this family, perhaps the showiest in the whole plant kingdom, including as it does the Rhododendron, the Azalea, the Mountain Laurel, the Scotch Heather. The many existing trees in the area offer partial shade for the shade loving members of the Ericaceous group.

Special soil treatment has been necessary for the culture of this family in order to display properly their full magnificence. Therefore, this section was developed in an area close to the main drive, simplifying the problem of soil removal and preparation. The Ericaceous Section is a further example of planting for dramatic effect, for it has been so designed and planted that visitors catch glimpses of it from various high points in the Arboretum. As the area stretches to the lake (18) and is so located as to be seen advantageously from the main drive, the effect of viewing the flowering

The Garden Center Committee of Wheeling, believing that the Plan for the Arboretum will express in a very practical way the Committee's ideals for home and city beautification, voted to lend its full support to the development of the proposed project. Similarly the Arboretum Committee of Oglebay Park, which has for many years fostered the idea of an Arboretum in Oglebay Park, also voted approval of the Plan, feeling that it expresses the ideals of the Committee and the philosophy of Oglebay Park.

plants in relation to a body of water is truly breath taking. During Azalea and Rhododendron time there will be no comparable color display in the Arboretum.

Lake and Islands (18). A lake, approximately 650 feet long with a mean width of 175 feet has been created in the valley at the south end of the Arboretum Proper. Two islands have been constructed in the lake and planted with trees and shrubs. These islands are picturesque in themselves; they have created beautiful vistas and at the same time have given an opportunity for foot bridges, which are always an interesting feature of an area.

At certain strategic points visitors discover spectacular and dramatic effects. Around the borders of the lake and on the islands many interesting species of plants are grown. Water alone means much to a landscape and a body of water this size emphasizes the beauty of the entire area. It can be seen from numerous high points and when observed at close range becomes a reflecting basin for the planting along its border.

Walk of the Seasons (19). At the southern end of the Arboretum Proper a winding, graceful walk has been set aside as the Walk of the Seasons. It is divided into twelve separate sections, each representing one month of the year. In the January division are plants valuable from the standpoint of color, flower, and texture during the month of January. The same principle applies to each succeeding month until the final display is reached in December at the end of the walk. Various herbaceous materials as well as trees and shrubs are included in this section.

Alpine Section (20). On the side of the lake opposite the Ericaceous Section (17), a ravine demonstrates the planting of alpine—not only the well-known plants but also those that have adapted themselves to alpine conditions. A small stream originating half way up the bank is utilized as a delicate cascade about which certain moisture-loving alpines are planted.

This section contains not only the bold masses of stratified rock necessary to the growing requirements for this group but also provides a Moraine and Wall Garden, showing respectively what plants will grow under the adverse conditions of a glacial moraine and a dry retaining wall.

The Alpine Section is heavily planted so that it may be seen in part from distant points but its full beauty can be realized only through intimate contact with it.

The Alpine Garden is probably the best example in the Arboretum of dramatizing horticulture. The installation of some lighting effects has been considered in order to make it possible for visitors to view the beauty of this area under night lights.

There is much misunderstanding as to the construction of an Alpine Garden. Here people learn how a garden can be constructed so that these tiny gems of Nature can be truly appreciated.

Philosopher's Walk (21). In the classic garden of the Greeks a section was usually set aside for the exclusive use of those who wished to contemplate on Life and its meaning. In such a place walked Socrates as he talked with his disciples and sought to solve the riddle of the Universe.

Nature study in the Arboretum

Deep down in the heart of every individual at some time in his life is a yearning to let his thoughts wander freely in contemplation—for, in the last analysis, all men are philosophers. Then why not a place accessible to every man where beauty, goodness, and truth can find expression in silent meditation?

In the unusual environment of the Arboretum it seems most appropriate that a place of simple beauty be set aside as a

Philosopher's Walk. The planting produces lightness and delicacy in contrast to the bold planting masses of other sections of the Arboretum. Such materials as the White Fringe, the Weeping Japanese Cherry, the light airy gracefulness of the Tamarix, and similar shrubs should be dominant. Benches intermittently spaced along the Walk provide opportunity for rest and repose. This Walk, in reality, is a prelude to the Dreamery (22).

The Dreamery (22). Leading from the Philosopher's Walk (21) is a path entering into an open area carpeted with pine needles and completely surrounded by a heavy planting of native Pine. Here one may retire to dream or to gaze up at passing clouds or a star-studded sky. There are times when all men wish to be alone, and in the Dreamery this desire can be fulfilled.

Harry Overstreet has said, "Some day, perhaps, as we grow wiser about life and more generous in its arrangements, we shall build 'retreats.' The age of the monasteries is indeed over, but the wisdom that conceived them is an enduring one. For it recognized the serenity that can enter the life of the individual when, for a time, he is enabled to sequestrate himself and move quietly with his own brooding thoughts."

The Dreamery is a very necessary part of the Arboretum because it offers an opportunity for close communion between Man and Nature. Here is a Shangri-La, a Cathedral of Nature in inspiring majesty.

Mountain Trail Section (23). A path, going in a westerly direction from the Shrub Arrangement Section (9), leads to the Mountain Trail Section. Here we find exact reproductions on a small scale of the various planting belts at different elevations of an Appalachian mountainside.

This area provides an excellent opportunity for a study of plant ecology.

Plant Texture Section (24). At the extreme southwest portion of the Arboretum, a section shows the effects and relationships of plant texture. Too little attention has been given in the past to this important phase of plant design. Very fine textured plants have often been combined with extremely coarse ones without any thought of a transitional planting.

This section shows many examples of plant arrangements. Good and bad arrangements are provided and designated in order that the public may realize the importance of texture in the planting of trees and shrubs.

Evergreen Section (25). The Arboretum does not provide a section specifically known as a Pinetum. It does, however, contain mass planting of evergreens throughout the area and especially along the northeast boundary. These evergreens have been planted in irregular borders and in groups where as many indigenous species as possible have been used.

In connection with the great Belt of Evergreens on the northeast boundary, transitional plantings have been introduced. Thrusting out into the open meadow in bold and striking lines, such material as the Sweet Fern, the Fragrant Sumac and brackens in masses tie in the evergreens with the surroundings. In this collection we find many varieties of Pines, Firs, Hemlocks, and Spruces, with occasional use of horticultural and exotic species in places where there is need for emphasis and contrast in form and texture.

The Evergreen Belt acts as a backdrop for dramatic effects in planting. For example, a mass planting of Flowering Dogwood against a background of White Pine creates a startling picture. Here again Flowering Crabs, Judas Trees, White Birches are used most effectively.

Not only does the Evergreen Section provide for a collection of corniferous material; it also serves as the frame about the Theater of Horticulture (31).

Poor Soil Section (26). In the southeastern portion of the Arboretum Proper a special area shows plant materials that do well in adverse soil conditions—in a specially created sandy, gravelly soil. Here we find Five-leafed Aralia, Peatree, Bladder Senna, Russian Olive, Privets in varieties, Alder Buckthorn, White Kerria, Fragrant Sumac, Indian Current.

Nut Tree Grove (27). In order that visitors may become acquainted with the various edible nuts grown in West Virginia, a section near the entrance to the Mountain Trail (23) has been reserved for growing young trees hardy in this region. The collection, properly labeled, includes Walnuts, Hickories, Butternuts, Hazelnuts, and others of the native species of the edible nut-bearing trees and shrubs, together with those exotic varieties that are hardy and can be acclimated.

Lilac Walk (28). Because of the popularity and interest in various varieties of Lilacs and their spectacular display, a special path has been designated as a Lilac Walk. Lilacs are planted in masses along a cultivated border on both sides of the Walk. By a careful selection of varieties, the length of the blooming season has been extended over a considerable period of time; and, as the Walk is one of the principal means of communication from the driveways on the north to the other sections of the Arboretum, it is used rather extensively.

All of the numerous varieties of Lilacs have not been included, but the collection shows those outstanding varieties easily obtainable from local nurseries which can be used in home planting.

Roadside Planting (29). Every road and drive in Oglebay Park has been considered a roadside planting demonstration area. This is particularly true of the Bethany Pike, which receives the greatest amount of traffic and is the only portion of the Park that many tourists see.

The plantings harmonize with the existing and future development plans for certain sections of the Park and produce a series of interesting and delightful effects. Because of the variation in topography and soil types and conditions along the road system of the Park many types of plants have been used. Native materials, as well as bold masses of flowering trees and shrubs, are used to good advantage to create the necessary dramatic effect. Here we find extensive planting of Flowering Dogwood, Judas Trees, Flowering Crabs, and the glorious Hawthorne. On steep banks the lovely Prairie, Scotch, and Wichuriana Rose delight the motorist. Many of the native wildflowers of West Virginia have been used in mass planting along the roadside and one can scarcely imagine a more striking effect than a mass of Snakeroot in full bloom. An attempt may be made to stabilize a section of Scotch Heather.

Foundation Planting (30). All of the buildings utilized in connection with the administrative function of the Park demonstrate foundation planting material. Many pleasing effects are created through the use of foundation plantings around these buildings. In addition to deciduous material, evergreens have been used, and low-growing ground covers and border plantings have been introduced.

Theater of Horticulture (31). The great open meadow and natural bowl created by the boundary planting of evergreens on the northeast portion of the Arboretum Proper constitute a major attraction of the Arboretum. This is known as the Theater of Horticulture and is in reality a great natural amphitheater whose broad expanse of meadow is interrupted only at its boundaries by the bold thrust of the evergreen border into the area.

At the bottom of the slope a great planting of trees and shrubs creates a natural stage elevated slightly above the present grade. Upon this stage the planting has been judiciously selected and is of striking significance. Here are the most vivid and loveliest of the plant kingdom arranged in masses to create a continuous bloom. At no season of the year does the stage lack the presence of color. Here is a drama of the landscape in which Nature plays the principal role.

This Theater of Horticulture, designed primarily for its landscape effects, can, however, be used for large outdoor gatherings. It is possible to think of as many as ten thousand people gathered in this great natural bowl to listen to the masterpieces of the music world, an inspirational speaker, or a great outdoor sunrise service on Easter morning.

No permanent seating is contemplated in the area for it is practical as well as desirable to utilize the grassy slope as it is.

As a setting for a pretentious pageant the planting becomes a natural cyclorama. The horticultural materials on the stage have been arranged so as to provide actual wings and backstage space for use with any type of production. The stage area is completely enclosed, providing opportunity for backstage activity.

While it is not contemplated that the Theater be used continually for such purposes, the point is that it can be so employed if an occasion arises.

This is a picture of the Oglebay Park Arboretum as it may appear after all of the various sections have been developed to the best advantage.

The completion of the Arboretum as a whole will undoubtedly require considerable time, but certain sections can be constructed in the immediate future, so that gradually, over a period of time, all features of the Arboretum will be completed, dedicated and opened officially to the public. The near future should see the inauguration of developments which will comprise the first step in transforming an inspired dream into a magnificent reality.

Camping—August's Popular Sport

This month everyone fortunate enough to be able to do it has gone camping. Even though it may be at a stay-at-home camp, or in a city park near at hand, boys and girls are having new and delightful experiences and are getting acquainted with nature in ways which will make for permanent friendship with the out of doors.

A Municipal Recreation Camp

By C. E. BREWER
Commissioner of Recreation
Detroit, Michigan

THE DETROIT RECREATION CAMP, municipally owned and operated by the Department of Recreation, is situated on an ideal wooded camping spot of 314 acres near Brighton, about 45 miles from Detroit. A lake with excellent swimming facilities forms the natural division which separates the boys' camp and the girls' camp, each of which is operated as a separate unit.

The camp has a capacity of 400 children per week, 200 boys and 200 girls. No other camp within 250 miles of Detroit can accommodate so many. The charge is $7.50 for the first week and $6.00 for each consecutive week, which includes the cost of transportation to and from camp. The fees charged are set so that the camp would be as nearly self-supporting as possible. In computing the cost of operation there was some question as to whether the land and the depreciation cost should be included, but it was decided not to make this a part of the fee.

The camp was planned and is operated for the thousands of children who cannot afford the higher priced camps and do not want to go to the charity or organization camps. It was planned to give the sons and daughters of parents of average means an opportunity to experience the community life of camp, the exhilaration of the outdoors, and the mysteries of the world of nature. Here they can absorb the democratic principles to which the system of camp is geared so they can make better adjustments to living their daily lives when they return.

Open to any child between the age of eight to fifteen years who can pass the physical examination, the working mother can send her child to camp during the vacation season with her mind completely at ease as to the child's care. The child from the broken home, who has only one parent, can find at the camp the stability that comes from normal routine and in the companionship of children of his own age. Parents who wish to take a summer trip may safely leave the children at camp and not add greatly to the expense of their vacation.

The cabins for sleeping are of permanent construction, well ventilated and equipped with electricity. Sanitation is modern and rated 100 per cent by the state of Michigan. Each child is provided with a steel cot, which has a felt mattress and feather pillow. A counselor sleeps with each group of nine or ten children.

A fleet of flat-bottomed boats is provided for the lake which divides the camp, making possible boat races and water pageants. The recreation halls, which are equipped with fireplace, pianos and stage, provide a play place for rainy days, augmented by a library whose books are furnished by the Detroit Public Library, and a pleasant, woodsy crafts cabin.

Each camp has a resident nurse, and the camp health is supervised by daily visits from a physician who can reach camp in ten minutes in case of an emergency. Each child is given a heart, throat, and skin examination on arrival.

Tempting, well-balanced meals are served, with

Of the more than fifty camps operating out of Detroit, some are organization camps restricted to members, others serve underprivileged boys and girls, and still others are private camps whose fees restrict their clientele to children of high income families. Private camps charging moderate fees are increasing in the Detroit area, but these camps accommodate not more than from fifteen to twenty campers. Among these various types of camps the Detroit Recreation Camp occupies a unique place, for while its rates are moderate it provides for as many as four hundred campers per week.

special attention given to children who are undernourished. Most children gain weight after a short stay in the camp and parents have reported that the children built up a greater resistance to colds than they had had previously.

Campers are transported to the camp by busses from one of the recreation centers. Returning campers are brought to the same place by the busses on their return trip. Campers bring their own blankets and bedding.

Experienced recreation workers direct the camp activities and supervise the counselors, who have had special training in children's work. The activities are selected to build in each child an awareness of nature and a sympathy and enthusiasm for the open.

Photo and copyright by Fay Welch

Pack baskets may be made from splints from a swamp-grown ash, as this camper demonstrates

In planning the program care has been taken to emphasize the activities not possible in the city. Hikes, nature trails, bird study, tree and plant identification, open up unexplored territory to the city child. Council fires, dramatics, corn roasts, and parties, while they add greatly to the fun, also bring out initiative, teach cooperation, and open the way for loyal companionship.

Skills are developed through the handicraft program carried on in the shade of large trees in the woods. Tennis, baseball, softball, and other team games engender a healthy competitive spirit controlled by an appreciation of good sportsmanship.

The bathing beach at the Detroit Recreation Camp is carefully supervised by a swimming instructor, assisted by counselors who are required to have American Red Cross Life Saving credentials. Every camper receives individual instruction and few leave camp unable to swim. As part of the safety program the cap system is used, that is, beginning swimmers are supplied with red caps. When they are able to pass their first swimming test and are fairly competent swimmers, they are given a blue cap. A white cap is awarded to very good swimmers who pass a strict second test and this cap indicates that they may swim in deep water. The swimming area is roped off; shallow water for red caps and small children; a little deeper for blue caps and a raft and diving platform with a high board for advanced or white cap swimmers. Instruction in life saving and artificial resuscitation is given and many campers earn their Junior Life Saving emblems at camp.

The camp will celebrate its twenty-fifth anniversary this summer. From a small camp on rented property accommodating about twenty children who were housed in tents, it has developed into one of the country's most modern and progressive camps. It fills a very definite need in the recreation program of a large industrial city and occupies a very special place in the lives and hearts of the many thousands of campers who have enjoyed its hospitality.

A Camp That "Just Growed"

By PAULINE L. ANDREWS
Seattle, Washington

OUR DAY CAMP was like Topsy — it "just growed." We didn't intend to start a day camp at all. In fact, it rolled up like a wave behind the Y.M.C.A. physical director who took five boys for a swim one day at Millersylvania State Park, twelve miles from Olympia. The next day his small roadster panted into the park with no fewer than fifteen youngsters aboard. The third day found the director the most popular man in town, and the local creamery loaned him an antiquated ice wagon for the thirty children who clamored to "go swimmin'."

Seven days later a schedule of four trips a week had been worked out, and we were in the business of running a day camp with an attendance of one hundred to two hundred children a day. In that one short week we had found a sponsor, arranged for the use of Millersylvania State Park, com-

mandeered a WPA staff, transportation, passenger insurance, and newspaper and playground publicity, and we were off on a six weeks' recreation program which hadn't even been thought of when the season started!

Sponsorship came from the Recreation Council, a branch of the Coordinating Council which was just being formed. The influential members, school and business people, composed a pressure group which never failed us. What we needed for the camp, whether it was ice cream or insurance, they somehow secured. They had no treasury, but the dimes brought by the children bought the essentials and paid the salary of the swimming teacher.

The camp site, although made to order, was not an item of expense. Washington state parks are free to anyone who wishes to use them, but we called on the park supervisor and secured his cooperation. That call paid dividends in many ways, primarily because it enlisted the help of the supervisor and smoothed the way immeasurably. We were no longer simply "the public."

Millersylvania State Park covers five hundred acres of virgin timberland on the shore of Deep Lake; straight Douglas firs grow to the very edge of the water. The park equipment exceeded our fondest hopes. I think most directors of public camps must dream of such a place. The waterfront layout included an enclosed shallow area for beginners. The rafts and walks were solidly constructed of huge cedar logs and planned for safety. Buildings, fencing, markers, were all of hand-hewn logs, the work of a nearby CCC camp. Bathhouses were large, well located, sanitary, and freshly scrubbed each morning before we arrived. Locker space was assigned to us, and a WPA worker took charge of checking. The sanitary facilities were new, modern, and adequate; rest rooms were disinfected and hosed daily; drinking fountains were numerous. To this splendid layout we added our meager equipment, consisting of the Y.M.C.A. softball outfit and a well-stocked first aid kit supplied by the American Red Cross.

Our lunch tables were fairly isolated and near one of the more remote community kitchens. We were removed from both the beach and the section of the park most used by the general public. The park was less frequented during the week than on Sunday, and some days found us with the whole five hundred acres to ourselves. Occasionally some organization would stage a picnic, but the problem of visitors was seldom serious. The State had played Santa Claus, but the Federal government gave us our WPA staff. None of the workers were trained in recreation so they were assigned to take care of lockers, food, attendance records, and bus driving. Several took life saving courses and became life guards. This left the Y.M.C.A. director and the swimming teacher free to teach and direct. (In the last two years the WPA help has been largely replaced by volunteers and NYA workers. This seems to indicate that we are gaining more local interest and support.)

Of course, our toughest problem was transportation, for the camp was twelve miles from town. A local insurance firm came to the rescue with rock-bottom rates on passenger insurance. The school board offered the sixty-passenger school busses; four oil companies donated gasoline for the season; WPA furnished drivers. Our biggest difficulty was solved.

Publicity really wasn't a problem at all. The local daily paper printed our initial announcement conspicuously on the first page. It gave careful attention to our safety set-up and our sponsorship, which, we believe, started us out with the confidence of the parents. Although that story and one rewrite a few days later were our only advance publicity, the idea took hold so fast that announcements at the playfields gave us a turnout of over one hundred the first day.

Attendance grew like mushrooms. Our original idea had been to take the girls one day and the boys the next, thus running two days weekly. The plan was inadequate, so we scheduled four trips each week and took both boys and girls from one playfield each day. The two smallest fields went the same day. This plan was much better; less time was required to pick up the children and they constituted a homogeneous group already acquainted.

A Program That Just Happened!

With transportation and sponsorship out of the way, our plans were only started. There still remained the question of a daily program of activities. The first day at camp set the pattern which we've never changed. It just happened, for nothing except the swim schedule had been planned. We were racking our brains for an after-lunch activity when the busses filled with children drove up.

Swim classes were under way by eleven o'clock. "All out!" came at twelve, and a mad rush for

lunch found the campers at the tables by 12:30. All through lunch we worried. What activity would keep such a large group quiet for half an hour right after lunch? Songs, of course, but no one on the staff was an experienced song leader. We tried singing for a while anyway, using songs the children already knew. At the end of fifteen minutes we were at a loss, although the children hadn't begun to suspect.

And then a girl with a huge orange sucker in her mouth came up and said in a syrup-impeded voice, "Can we have a Major Bowes hour?"

We were stunned. A program with no planning?

"Why, I guess we could," the director stammered.

"Can I be Major Bowes?" came in a flash of eagerness from behind the sucker.

We looked at each other and grinned like fools. Unorthodox, but why not try it? The girl with the sucker announced the idea, appointed a talent-drafting committee, and in fifteen minutes the back of the ice cream truck had become a stage, the top of the ice cream freezer mounted on a stick had become the "mike," and the "Major" was drawling, "All right, all right." A line of eager performers waited impatiently beside the stage to do their "act." A very good vaudeville show went on for forty-five minutes with tap dancing, songs, skits, acrobatics. The winner was decided by group applause and presented with an extra dish of ice cream.

Then we divided into groups for games, baseball, nature hikes, tumbling, and story or rest hour for those who wanted to do something "just quietly." At three o'clock came the recreational swim and the busses were ready to leave at 4:15.

That program became our design for camping. The campers demanded it. A waiting list of talent developed, and we were a proud camp staff, watching our campers take over their hour with little help from us. Perhaps the idea will wear out, but it hasn't yet, although some of the acts are showing signs of wear and we are beginning to hope that the local tap teachers will learn some new routines.

Taking Stock of Accomplishments

And then the summer season was over. We wound up with a huge play day, and the two thousand persons present included parents and sponsors. We relaxed to clean-up details, complete records, and decide what, if anything, had been accomplished. Our camp had grown up before we had time to get our objectives clearly in mind. We surveyed what we had done.

In a town located in a county with over twenty lakes but with no swimming place within five miles, we had taught over two hundred children the rudiments of swimming and water safety. A survey the previous spring had disclosed the fact that over half the children between ten and thirteen were nonswimmers and that the beaches of the county were uniformly poorly supervised. We had begun a water safety program which has continued and grown.

But we had also given a fine outdoor trip to over seven hundred and fifty children, and over a third of them has six trips. We hope that we have given them a taste of a healthful, inexpensive type of recreation they will want to continue when their day camping days are over.

Best of all, though, we had reached children who needed that outing. Some underprivileged children had to be outfitted with bathing suits; only seventy per cent could pay their dime each week; a few didn't always arrive with lunch. But as we started home at the end of a hot summer day, we could look the length of a big bus over rows of sunburned faces and past bathing suits rolled into tight, wet knots, seeing some shabby, sleepy youngster supported by an older brother or sister, and we would know that he'd had a grand day and a good lunch. And then we would realize that even if we had "just growed," we had "growed" into something worthwhile.

New Mexico Campers Discover the Indian

By BOB HATCH
State Club Director
New Mexico

HIGH IN THE MOUNTAINS of New Mexico might be seen last summer a blazing camp fire around which were gathered an enthusiastic group of club members singing their favorite songs or listening to stories of the first settlers in this section, the Indians. In view of the fact that many of the boys and girls in New Mexico, once the home of many of the more interesting Indian tribes, do not realize the important part played by the Indian in the settlement of the

country, an Indian theme was used in all the camps.

After arriving in camp and registering in the Camp Log known as "4-H Camp Hieroglyphics," organization of the camp was begun on the Indian Pueblo basis, with the Pueblo Governor as head of the camp. The Governor was one of the 4-H Club delegates and he had as his assistant a camp sagamore. Other officers of the camp were the scribe, who was the editor of "Hieroglyphics"; the medicine man, who was in charge of rituals such as flag raising and lowering, camp fire lighting and candle lighting; and the camp song leader. After these officers had been selected, the camp was given an Indian name and emblem, and the delegates were divided into tribes. Each tribe then held its meeting, electing a tribe councilor, who was the tribe's representative on the camp council; a peacemaker, who was in charge of disciplining the tribe; a song leader; and a tribe scribe to serve as a reporter on "Hieroglyphics." After these elections each tribe made up its own Indian name and symbol, song and yell, and frequently the more original groups would create their own Indian dance and ceremonials. Through this tribal system the club groups from different communities in the county, and often from different counties, had the opportunity to mingle and become acquainted. We found, too, that organization on the tribal basis served as an excellent basis for friendly rivalry and competition between groups.

During the summer of 1939, 2,500 4-H Club members and their leaders attended county and district camps arranged for 25 of the 31 counties of New Mexico. In many cases the money to finance these camps was raised by club members through plays, box suppers, carnivals and similar affairs. All arrangements for the camp site, transportation and the buying of food were left to county extension workers and 4-H Club Councils. Most camps were of three or four days' duration — days packed full of activity.

When organization had been completed, the camp council, made up of camp officers and the tribe councilors with the camp advisers, met to formulate camp rules and regulations. While this was under way other club delegates did some of the necessary camp chores such as gathering logs for the camp fire, building a council ring, erecting the flag pole, and laying out various game areas. Thus by the end of the organization period the camp was not only well organized but well equipped for recreation and entertainment.

At the End of the First Day

Supper on the first day was always a very interesting meal because of the good time everyone had playing games and getting acquainted. The meal always began with the singing of a grace, with everyone standing. Seating arrangements were such that no close friends and, if possible, no two delegates from the same club would be at the same table. This encouraged mixing and getting acquainted. At the first meal those at each table were organized as a family. They selected their family name, usually something original, and then one person was designated as "Pa," and others as "Ma," "Junior," "Grandma," "the hired hand," "twins," and so on until each had been assigned a family relationship. Pa was then asked to stand, give the family name, and introduce other members of his family. After all the introductions had been made, each table wrote the words of a song describing the family. Familiar tunes were used. Before any table was permitted to have its dessert each was made to stand and sing the family song. Usually to end the meal with a good time for everyone, the hired man was asked to tell his favorite joke. (Just as a tip to those who wish to use this idea—always censor the hired hand's jokes before they are told!) At the end of each meal those assigned for K. P. duty for the next meal were announced.

Immediately after supper the medicine man gathered the group around the flag pole while the flag was lowered to the tune of the "Star-Spangled Banner." If time permitted, get-acquainted games were played after the evening meal. Just at dusk the group gathered in the council ring for a 4-H camp fire lighting ceremony and the explanation of any camp objectives. At this first meeting the camp governor read the rules and regulations formulated by the camp council in the afternoon meeting. The first evening's entertainment always consisted of movies and marionettes presented by the Extension Service. Several movies of 4-H Club work in New Mexico were shown. The marionette show, presented twenty-five times during the summer months, was "Ferdinand the Bull." It proved most entertaining to the boys and girls.

After the group had retired, an amplifier was set up in the center of camp and a thirty minute program of music was played to help quiet the group and also to teach appreciation of good music. At the sound of taps each evening the camp became quiet.

The Second Day

The second day's program started with a flag raising ceremony followed by a short hike and group singing. After breakfast the camp was again divided into tribes for group conferences. Those presented on the first day were bead craft, woodwork, recreation in the home, wildlife conservation or nature study. Around the dinner table, after all had spent a full morning attending conferences, family games were played, and the feature of this meal was the tracing down of the family tree by "Ma." The thirty minutes after dinner were designated as a rest period, with the next hour and a half as a free period for playing games such as horseshoes, box hockey, shuffleboard, checkers, or for practicing some craft which the campers had learned in the morning. The latter part of the afternoon was devoted to softball and volleyball tournaments between tribes.

At the evening meal on the second day each family selected some well-known character and dressed up one of the children in the family to represent this person. Two who will be long remembered were a girl dressed as Cleopatra and a boy as Napoleon. And Napoleon met his Waterloo when he met the charming Cleopatra! During the course of the meal each table was requested to dramatize the story connected with the character chosen.

The second evening was devoted to a camp fire program which was typically Indian in that all were asked to sit around the council ring with legs crossed in Indian fashion, each wearing an Indian blanket. The camp governor and medicine man were in charge of the Indian camp fire lighting ceremony. After the ceremony one club member told the story of the origin of fire. This was followed by the singing of Indian songs by the group. Then came Indian dances and legends by club members and club leaders. Each tribe sang its own tribe song, and Indian games were played. A short statement was given about the Indian language, followed by an Indian prayer by the medicine man. This ended the evening's program.

A Nature Hike on the Third Day

After the flag raising ceremony on the third day came active games and group singing, followed by a nature hike, always greatly enjoyed. Group conferences again occupied the morning hours, and a conference on hobbies and one on music appreciation were added to the first day's program. In the afternoon the finals in the softball and volleyball tournaments between tribes were played. This did not, however, end the rivalry between tribes.

In preparation for supper each person was asked to make a novel hat of newspapers, leaves, flowers, or any other available material. Some of the hats made by the boys and girls would easily have passed as the latest fashion when they appeared decorated with pine cones, birds' nests, and flowers!

As the evening meal on the third day was the last main meal of camp, it took the form of a banquet. Each camper attended wearing his novel hat; newspapers were torn into small bits to serve as confetti. The camp governor acted as toastmaster, using a dummy microphone, and different groups and individuals were called on to sing songs, tell jokes, put on stunts, or provide some other form of entertainment. After supper, as a fitting opening for the delegates' evening program, a camp parade was organized. The campers all made costumes from newspapers or blankets and marched in the parade, which was led by the camp band with dummy instruments. The drum major, with a high paper sack shako and a bright colored raincoat uniform, was a most impressive sight! The parade ended in the recreation hall on a stage which had been prepared for the entertainment. Each tribe was responsible for thirty minutes of entertainment, and original stunts, songs, and short plays were cleverly presented.

On the morning of the fourth day, just before the breaking up of camp, the camp grounds were cleaned, bed rolls made, and everyone shared in the general camp clean-up. The camp program ended with a model club meeting in which the group wrote letters of thanks, distributed the "Camp Hieroglyphics," and made such awards as a loving cup of two funnels for the tribe scoring highest in the sports tournament. After the business meeting and a picnic lunch, the group broke camp and started the trip homeward.

"There are without doubt many types of organization possible for club camps, but the type which places responsibility for organization and program in the hands of club members themselves, as in the case of this camp, has great advantages to offer the campers."

"In camp, of all places, democracy must have complete opportunity. Camps flourish best where there is freedom of spirit."—*William G. Vinal.*

Thursday Night at Hiram House Playground

By JAMES LIOTTA

LIKE A MEDIEVAL fortress the walls of Hiram House, in Cleveland, isolate the playground from the roar and bustle of Woodland Avenue. The iron gates of the settlement which face East 29th Street are always open, offering a universal welcome to children and grown-ups who live in this drab neighborhood. Woodland Avenue stretches, a road of speeding automobiles and heavy traffic on market days, a motley of second-hand furniture shops, pool rooms, and cheap restaurants. Although it is ironically called Woodland there is hardly a tree along most of its bare length. It is flanked on two sides in this district by Orange Avenue and Scovill which are as symbolic of an area that has seen its best days as the great avenue itself. Along these streets with the gloomy, unpainted houses, rendered monotonously alike by the prevalent smoke, there are strange little shops where lucky oils are sold to a gullible public. The policy game flourishes in many of these places and crime, delinquency and superstition are in their familiar setting.

It is from these streets, fraught with peril and temptation for the growing boy, that the Hiram House playground offers a refuge and a sanctuary. Here under the guidance of trained leaders there is an opportunity for games of every kind. In the guise of a miniature community whose welfare depends on the cooperation of its citizens, the playground has been run with great success. Good work is rewarded by recognition and the slackers are usually won over in the course of the season. Temporary exclusion from cherished activities is the only disciplinary measure applied, and it seems to be enough in a community where self-respect and the respect of your neighbors is of primary importance.

When Thursday Night Comes

The gates of Hiram House are usually open to the idle boy or girl who is looking for a place to spend his time. However, there is one exception. On Thursday evenings during the summer the gates are locked for it is the gala night of the free moving picture show during the hot months.

At about six o'clock the crowd begins to gather. Children of every age and nationality begin to swarm about the huge gates. They peep through the iron bars at the leaders and other playground citizens who are setting up the huge screen on which the movies are projected. The huge loud speaker is attached; it is a somewhat rudimentary sound system, but it is effective. All the technical work is done by Hiram House boys. The screen is stretched taut and it is soaked with water so that the image is clear.

Scattered in different parts of the playground are small stands where milk is sold for three pennies. While the preparations are being made, the crowd outside the gates is growing larger. Many adults have joined the waiting group. When the screen has been set up, at eight o'clock sharp the gates are flung open with an air of ceremony. What a motley crowd surges through those open gates! Thousands of children crowd beside grown men and women who have come to spend an enjoyable evening. Grizzled Italian laborers stand beside dark-skinned Mexican women pressing wide-eyed little Mexican babies to their breasts. Little tow-headed Poles and Russians mingle with black-haired Italians. Bashful little Negro children hold hands with their older brothers, sisters, expectant and solemn-faced and laughing.

Soon the whole playground is covered with an eager throng. On nights when the weather is most favorable four thousand and more have been known to come into the playground. Order is maintained in this large crowd by a group of competent leaders scattered about in strategic places. Sticks are taken away from those carrying them, bicycles are relegated to the sides, and safety and order are established. Sometimes there is a WPA orchestra that offers its services. The orchestra is stationed on a little platform under the screen. Here the musicians sit and now and then singers or tap dancers "strut their stuff." The crowd is always appreciative, always eager. They will listen to anything

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Hiram House playground, established in 1900, is now leased to the City of Cleveland and is being operated cooperatively by the city and Hiram House Settlement, of which George A. Bellamy has been the director for more than forty years.

Magic in the Recreation Program

By ABRAHAM B. HURWITZ
Playground Director

MAGIC HAS LONG been recognized as one of the world's oldest arts; it has always been a source of amusement, entertainment, and interest to both young and old throughout the ages. And today magic has a definite place in the New York City's recreation program because the Park Department, recognizing its value as a recreational medium, has given it an important place in the recreation program.

Clubs in various phases of the art of magic have grown up in the playgrounds of the five boroughs of Greater New York. Latent talents are being constantly discovered and encouraged in children. In order that these young people may display their skill before their friends, exhibitions are held with competitors from other recreation centers in the city. Lesson plans and study aids have been compiled for use in the program, and materials and bibliographies collected and classified for use in the clubs. This material has been gathered as a result of intensive experiments and wide experience with thousands of children.

The first Magic Club was formed at McLaughlin Park in 1931 in response to constant requests on the part of children for more information and guidance. Other groups were created in neighboring parks and playgrounds as interest in this new phase of recreation spread. In 1935 the work had progressed to such an extent that a Magic Review of the unique talents of the children was presented to mark the first anniversary of the opening of the model Roosevelt Playground.

Seeing the possibilities of magic as an important factor in recreation as well as in the educational work of the Division of Recreation, James V. Mulholland, Director of Recreation for the Park Department, further encouraged the development of the program by assigning a traveling troupe of entertainers under the supervision of "Peter Pan" to give shows and demonstrations of the various phases of magic in all the playgrounds and recreation centers in the five boroughs. This led eventually to the establishment of many more magic clubs.

The Department of Parks of New York City, recognizing the value of magic as a recreational medium, has so successfully incorporated it in its program that it is finding it difficult to meet the demands. The author of this article, known as the "Peter Pan" of the Park Department, gives demonstrations of magic at the various park playgrounds throughout the five boroughs to the great delight not only of children but of adolescent boys and girls and adults.

The clubs are interested in magic and kindred arts including many novel forms of creative recreation which have not as yet been popularized in the average recreation program. Club members, ranging from six to eighteen years of age, study through the "play way" unusual forms of paper tearing and folding, parlor tricks, puzzles, various phases of shadowgraphy, chalk talks, sleight of hand, rag, sand, and smoke pictures, optical and psychological illusions, juggling, Punch and Judy, marionettes, ventriloquism, and other forms of dramatic expression and imitations such as pantomimes, magical games, plays, skits, and stunts. In fact, there is some form of magic expression or activity for every chronological and psychological age level and for every type of child. These

can be adapted to all the mental attitudes in which a child's mind expresses itself and may be shaped as an interest-arousing device to meet his school and personal problems.

Magic groups have been found a valuable aid in keeping children happily occupied on rainy days and providing a constant source of entertainment. Upon special occasions and at playground parties members of the clubs are ready to contribute to the entertainment planned by presenting special entertainments of their own creation such as magic operettas, puppetry plays, using shadow puppets as well as the conventional marionettes, magic reviews, and black art demonstrations.

Magic clubs give children an opportunity for creative self-expression, and "learning through play" is their keynote. Trying to do things, learning a skill, a scientific principle, a secret of magic, means starting a child's mind on a wonderful expedition, a charmed adventure from which it will come home laden with treasures—among them the satisfaction of knowing something others do not know, and the joy of making others laugh, or keeping an audience bewildered and mystified. The sensation a child experiences in coordinating muscles with music, the skill of finger dexterity in manipulating a coin or a ball, and the ability to give joy to others are a few of the experiences shared by the club members.

Magic Compels Attention

Attention is a command in the army. To attract attention is the first law of salesmanship. Teachers in schools must have the attention of the children. Unlike the army, business and schools, playgrounds do not solicit or require attention. The activities by their very nature must attract it. Recreation leaders are agreed that a normal child's spontaneous interest best expresses his needs at the moment. The satisfaction of this interest fastens itself on his mind through the enjoyment it affords and may lead in the future to a worthwhile avocation or vocation.

Magic compels attention and arouses interest. It is a common denominator interest among children. Many children find in it a source of education and amusement for themselves as well as of entertainment for their friends.

Not only is magic being used as a factor in recreation, keeping children occupied with an activity that is fascinating, absorbing, and endless in its variety, but it is also being used as a means of visual education to correlate with school work in mathematics, shop work, sciences, and other vocational and avocational interest.

Dr. Thrasher, head of the Department of Sociology at New York University, has said: "The failure of clubs to hold their membership during junior and intermediate years is disastrous because these boys pass through the most critical years for delinquency at that time, and if influence is not firmly established in these years any further efforts will be futile."

Magic clubs composed of boys at the ages to which Dr. Thrasher refers have been exceptionally successful in holding their members.

Possibilities Unlimited

For countless centuries knowledge of magic and skill in it were confined to a limited few. The small amount of material and literature on the subject was zealously guarded, and this secret knowledge was passed down from father to son. Magic was used to foster superstition and fears, and to take advantage of the uneducated masses. In modern times it has become more of an art and less of a mystery. Today there is a wealth of material and information available to everyone. The art of magic is no longer a link to the Dark Ages. It acquaints the present-day youth with the superstitions and fears of yesterday and sharpens his mind for the problems of tomorrow. It is a hobby for the ever-increasing leisure of modern times; it is a form of play, a mode of thinking and acting in the ever-increasing complexity of business, science, and general living.

Magnetism and the gyroscope were used exclusively by magicians only a few decades ago. Today they play important parts in modern science and inventions. Astrology and alchemy, former branches of magic, were the forerunners of modern astronomy and chemistry. Many scientific principles of light and sound were used as demonstrations during the nineteenth century. Thus, as the science of today is made up in part from the magic of yesterday, it is possible that the magic of today will become the science of tomorrow.

There is need for men and women equipped with a knowledge of psychology and magic to instruct playground directors in the theory, practice, and sources of information for this new form of creative recreation, which in the hands of skilled and educated leaders may be used as an outlet for self-expression, as well as a form of creative and dramatic expression. Such leaders

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Wandering Bed and Board

"No one who hasn't been afoot with all his possessions on his back can know the meaning of the word freedom."

By EDWIN MULLER

WE HAD a week's holiday coming to us, Stuart and I.

It had never seemed so important to make the most of it. Like everybody else's jobs ours have put on extra pressure in this year of Our Lord, 1940. And the pressure keeps on after office hours. We live in a welter of newspaper headlines, radio commentators, newsreels — all shrieking war and catastrophe.

It isn't easy to escape. Of course you can start out in the car, a week's luggage packed in the rumble, and set forth on the open road. The trouble is that sooner or later you have to stop. Then, whether it's a de luxe hotel or a "tourists accommodated," you're back in the welter. Same newspapers, same commentators, same newsreels. All the people with whom you come in contact talking the same things.

But there is a way out of it—to cut yourself off entirely from the world of people. To go into the wilderness with your bed and board on your back. To take the best of all holidays, camping afoot.

On a morning that was coming clear after a night of rain we parked our car at the site of the old Dolly Copp Farm on the eastern slopes of the White Mountains. From the clearing the densely wooded valley of the Great Gulf curved back into the heart of the Presidential Range. We studied the massive, bare peaks that enclosed the distant head of the valley. Dark, ragged clouds still clung to the summits—they were remote, unattainable, vaguely threatening. They stirred an impatient longing to climb up among them.

We swung the rucksacks to our shoulders and plunged into the solid green wall of the forest. Five minutes away from the clearing we had the thing that we had come for. We were out of sight and hearing of the highway. We were a million miles from the world of people, the world in which all your possessions, interests and activities are entangled with those of everybody else. In our packs — they weighed under twenty-five pounds apiece—were a tent, blankets, cooking kit, food for five days — all that we needed to be sheltered, warm and well fed. We were complete as we stood. We couldn't get lost because home was right with us. We were the freest men on earth.

The trail wound along the West Branch of the Peabody. Sometimes the forest was a closed roof overhead, shutting out the sky. The pine trunks rose to great heights before they branched; we walked on a soft carpet of the needles. Then we came out on higher ground, clear of trees. There we saw long vistas of the valley, looked up at the dark blue peaks ahead, still half veiled by the shifting clouds.

Now the trail mounted more steeply toward the upper levels of the valley. Climbing steadily, hour after hour in the thin mountain air, the brain drifts into a pleasant trance. Thinking about anything becomes impossible, worries are non-existent and the sharp outlines of consciousness melt in a rosy haze. Yet more than ever before one is vividly conscious of being alive.

Up side valleys were glimpses of the lofty upper flanks. Here and there they were scarred by great gashes where the spring avalanches had torn away broad strips of the forest.

We stopped to rest whenever we felt inclined, wherever a soft bed of moss looked as if it had been put there for the purpose. By noon we began to search for the night's camping place. After a day or two we'd carry the weight all day without noticing it, but now we were soft from city living and the pack straps were beginning to bear down. No need to drive ourselves, we weren't on a schedule.

We left the trail and explored off to the right. Probably we had the valley all to ourselves but we wanted for our lodging the luxurious extreme of privacy, away from even the traces of human footsteps. We worked down a steep bank to the edge of the stream. Crossing it was a doubtful business as it was in flood from recent rains. The water came tumbling and screaming down over the big boulders in a tumult of hurry. A fallen log spanned it and we inched across astride it, assuring ourselves that the log was sound.

There was a perfect camp site a hundred yards up stream. An open space among the pines that gave a clear view of the valley's steep headwall towering two thousand feet above. A level stretch for the tent. In front of it the stream broadened into a crystal-clear pool that had scooped a smooth hollow out of the solid rock.

You must have system in making camp. First unpack the rucksack, find a place for every object and keep it there when not in use. It's fatal to strew things about. Hang the food bags on limbs away from porcupines and other pirates. Clear a space of stone and brush and put up the tent. When it's taut and firm you'll stop and gloat over it as you would over a new house that you've just built. There's nothing more satisfying than a tent. Men lived in them long before they had houses, and the instinct of the nomad is still deeply embedded in all of us. To be a free wanderer and yet to have a home — that's what the tent means.

Next the beds. With the little pocket ax cut a great mass of pine twigs, cram them into the featherweight browse bags, lay them on the ground cloth of the tent, arrange the blankets on them. Then get in the fire wood, half again as much as you think you'll need, sound dry sticks that haven't lain on the ground to rot. Put a little wood in the tent in case it rains. Unpack the cook kit—the frying pan with the folding handle, the plates, spoons, forks and cups that nest snugly inside the two aluminum pots. Now the chores are done.

"You can go into the woods with some particular purpose: to fish, to hunt, to photograph wildlife. Or you can go with the most adventurous aim of all — merely to see what's on the other side of the range."

In the afternoon I went off alone, exploring the side of the valley. I clambered up the bed of a steep, tributary brook, pulling myself up by roots and branches, crossed a watershed, came down by another brook. When I got back to the floor of the valley the sun was below the rim of the headwall, the line of shadow was swiftly climbing the forest-mantled opposite flank. Reaching the main stream I thought that it looked somehow different. Maybe I was on the wrong one. I had a faint touch of the cold chill of panic that is the most terrifying sensation of the wilderness, the feeling of being lost in the woods with night coming on. If you've ever felt it it's easy to understand how men have lost their wits, started to run blindly, battered their heads against trees, collapsed exhausted.

I shouted—no answer.

It was nonsense of course. I couldn't be lost here. I sat down, got out the contour map and compass, studied the situation. There was only the one main stream, clearly I had only to follow it and I'd come to camp. But reason is a poor defense against blind, instinctive fears. When I started I found myself stumbling in my haste. The trees seemed thicker overhead, darkness was coming down like a relentless curtain.

Within half a mile I turned the corner of a bluff—the sky lightened—there was camp. The little tent stood up stoutly, the pans and dishes were in an orderly row, Stuart was leaning over preparing to light the fire. Home. Smouldering panic vanished in a puff.

Dinnertime. Our fire was built in a hearth constructed of flat stones, the upper two set close enough together to hold the pots. For this first night we had brought a steak; later we'd have to do with cured meats. Steak broils very well in the frying pan if only you heat the pan hot enough before the meat goes in. After you sear it in the hot flame set it on the glowing embers that you have raked aside. In one pot rice, in the other a mish-mosh of dried fruit — prunes, apricots, peaches and figs. A heavy sprinkling of brown sugar over the compote when it's done. The coffee is boiled after the rest of the meal is eaten. All of it tastes far better than if a guide had cooked it for you.

Indeed, everything about the wilderness has a better flavor if you do it yourself. When you go with guides you are merely a tourist, taken out to look at scenery, catch fish or whatever. When you're on your own the whole wide forest belongs to you.

We leaned back and lit our pipes. Now it was almost dark under the trees, the light was fading even on the upper rim of the valley. Wisps of cloud curled down over the lip of the headwall. The forest pressed in upon the contracting open space around the tent.

This is the moment when, if you were camping alone, the feeling of isolation would seize you. In the daylight you were free to move, to turn back any moment to the world of people. Now you are irretrievably cut off — alone. But your misgiving lasts only for a moment. Then peace envelopes your soul. The wilderness is no hostile

world—here you are at home. We talk a little, desultorily — of plans for tomorrow, of the weather, of climbs that we had done together. No mention of war or the state of the nation. Not that we consciously avoided them; it was rather that here these things were far away, without reality. Soon we crawled into the tent, hollowed out our beds in the fragrant pine boughs and drew the blankets around us. The clatter of the stream grew fainter in our ears.

I woke in the dark to a great rushing sound. The wind was swooping over the headwall, roaring down the length of the valley. The leaves were churning, the boughs groaned. A spatter of rain struck the tent, then another and soon it was drumming steadily on the canvas a foot above my head. Stuart sat up wide awake. We were afraid that the tent might blow down or water flood under it. But it was well set on high ground and the guy ropes held firm. Our gear and ourselves were safe and dry. We went luxuriously back to sleep, filled with vast content.

The dawn is at first a cold, unfriendly time. The woods are dank and dripping, the light is a dirty gray, last night's frying pan looks greasy and unappetizing. There ought to be somebody to give you breakfast in bed.

Our faint resolution was spurred by events. There was a great rattling and banging outside. We slid out quickly. A dark, furry shape was nosing at the pots and pans. In the dim half-light it looked as big as a young bear.

A porcupine is a stolid brute, contemptuous of man. He disregards beatings with a stick that would make a mule run. Before this one was put to flight we were warm and wide awake. A wash in the icy water of the pool made us ready to eat all the bacon we had brought for the whole trip.

That day we were ambitious. We planned to climb up out of the valley, mount above tree line to the bare peaks and set up our traveling home right among the clouds.

The tent was down and all the baggage stowed in the sacks by the time the sun was over the rim of the headwall. Last night's storm had cleared the weather. We started under a blue sky. We climbed slowly, first through tall pines, then through lower trees. We passed clumps of boulders as big as cottages, crossed steep ledges. When we could look out we saw the valley floor sinking far below. It was a solid green carpet, with no break to show last night's resting place. The light green of new foliage picked out a pattern against the darker tone of the pines.

Higher still the pines were stunted below a man's height. Their limbs were gnarled and twisted like the writhing fingers of witches. They all pointed in one direction, straining away desperately from the north, from the screaming north wind that rakes them through the long winter. Even now in summer it was a bleak and savage region.

A camp site was found at the extreme upper limit of the scrub, where above was only the naked rock and the tumbled chaos of boulders. There was a strip of moss level enough for the tent. A tiny spring of black water trickled out between two rocks.

This was harder living than last night. Our mattresses weren't as luxuriously thick, it was too much labor for us to hack enough branches from the iron-hard scrub. The firewood had to be rationed.

But it was worth the hardship to sit sheltered by the tent after dinner and look out over the world. We were on that upper rim of the headwall that yesterday had

A meal out in the open always tastes better if you have cooked it yourself

Photo by Reynold Carlson

seemed such an immeasurable height above. It was the roof top of New England, the crest of the Presidential Range. At our back the rocky cone of Jefferson rose another five hundred feet. Curving to the left were Adams and Madison with their long connecting ridges. Curving to the right was the ridge that bore the Summit of Washington, still tipped with cloud. Down in the vast horseshoe thus enclosed was unbroken forest. Looking across it the eye lifted to range after range of blue hills, melting at last in the far horizon.

"You will never get away from it. The sighing of the wind through the pine trees and the laughter of the stream in its rapids will sound through your dreams. On beds of silken softness you will long for the sleeping song of the whispering leaves above your head, and the smell of a couch of balsam boughs . . . in great cathedrals you will remember the friendly forest."—From *The Summer Camp,* published by Camp Fire Girls, Inc.

In the valley that cut across the lower end of the horseshoe was a little cluster of dolls' houses, a curl of smoke rising from them. Other than that there was no sign of man in all the world.

Lonely? No—it was rather a feeling of escape, of complete release from the clashing jangles and discords of the world of people. And the release was the more complete because we were *living* here in the high places, not merely walking through them from one human habitation to another.

The tingling excitement of it was increased by a trace of danger. This would be no place to linger in stormy weather. The wind blows so hard that a man cannot stand against it. Hail and snow pellets strike like bullets. The driving mist shuts off all vision. Within sight of where we sat half a dozen men had died of exposure.

But now the sky was blue and the world was peaceful.

We shivered that night although we put on every garment that we had and drew the blankets close. It was well after dawn before we made ourselves unknot from our stiff-limbed huddles and go out into the day.

Then we looked out, startled. Overhead the sky was still clear. There was no mist at our level. But below in the valley a great mass of clouds had gathered. It was a billowy ocean that extended as far as we could see. The mountain summits, those near at hand and those far away, stood up from it like islands.

As we watched, a glow on the horizon brightened into fire. The rim of the sun rose out of the sea of cloud. The great peak above us turned crimson. . . .

Almost anybody can go camping afoot. Twenty-five to thirty pounds is an easy load for the average healthy man, if he doesn't go too far the first day. If a man and woman go together they can weight the loads in her favor so that they are both ready to stop at the same time to rest or to make camp for the night.

You don't have to be experienced in woodcraft. It's like golf — the tyro can enjoy it from the start and the more he learns the more fun he has. Of course the beginner won't plunge at first into the more remote wilderness, not until he has learned to use compass and contour map. Camping afoot can be as safe as going to church.

There are a number of good manuals of woodcraft—and don't let anybody tell you that you can't learn anything about the woods from a book. Naturally book learning must be tested by experience. You won't sleep as comfortably or dine as well on your first trip as you will later on, but that's not a big price to pay.

It's the cheapest of all vacations, cheaper than staying at home. The equipment costs less than a good set of golf clubs and lasts for years. Once you're in the woods with your food on your back you can't spend a nickel. The wilderness sends in no hotel bills. And, while vacation hotels are much the same the country over, the wilderness gives you different lodging and entertainment every time.

The state and national parks and forests are an enormous area to choose from. Maine woods, White Mountains, Green Mountains, Blue Ridge, Great Smokies, Ozarks, Black Hills — and of course the whole outdoor empire of the Rockies. You can set up your traveling home in sight of snow peaks, by the side of broad lakes far away from motor roads, on the cliffs of a rocky coast, on salt water beaches that are still untouched by man. There's hardly an inhabitant of the United States who isn't within a day's travel of wilderness where he can bury himself from civilization. Wilderness that is kept untouched and unspoiled for its owner—you.

You can't get what the forests and the high hills have to offer by living in hotels or camping just off the highway and making little daytime excursions. You have to penetrate to the inner

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Guiding the Camp Counselor

By GENA GRUBB
Glenwood, Iowa

"What about the camp counselor?" asks one of them, and she makes a plea for more guidance of the counselor by the camp director, for greater interplay of ideas, and more opportunity to make a real contribution to camp life.

WHO ARE the counselors that help form the framework of our hundreds of summer camps? What is their great contribution to camp? Does the director, through her guidance program, help them to release their own talents and abilities so they give to camp and get from camp the utmost, or are they interviewed, accepted and merely taken for granted? Can they give most to camp by drifting from one camp to another each summer or should they be retained for several seasons?

What the answer is to each of these questions depends on what one thinks of camping in relation to education. The summer camp is now filling a needed place in the education of the child and adult. New objectives and principles are rapidly formed; improved plans are made yearly; duties of counselors are changing along with new emphases in the camp program. Several years ago the counselor's duty was to help the child enjoy a vacation; following this came the stress in the creation of new skills and the development of new interests. At the present time skills are not the chief goals, but guidance in skills in order to be of greater benefit to camp, home, and the community. Camping does not close at the end of the season, but is a part of the yearly activity at home and school. All of this means the continuous education of the counselor as well as a reorganization and a greater emphasis on the camp director's guiding philosophy for counselors.

In most camps the director, with the help of members of a governing board, sets the standards and policies, and plans the general administration of a particular camp. But the director, through her guidance program for counselors as well as campers, builds ideals, creates attitudes, and broadens interests. Not enough attention has been given to the guidance of counselor groups to enable them in turn to be most capable of guiding others.

The camp director has the responsibility of fifty to two hundred people in a girl's camp. If the camp has both junior and senior divisions, her responsibilities are of a wider scope. She must be a versatile person, social in nature, of wide and unusual experience, a student of human nature with a good sense of humor, a buoyant spirit, with a zest for living. Her plans, ideals and aspirations for camp must be timely and afford variety; she must be alert to economic and social problems, scientific interests and popular fads and fancies. Her task is a gigantic one if only dealing with groups of one age level, but she cannot forget the counselor in her plans for summer camp.

Photo and copyright by Fay Welch

Consider the Counselor!

Camp is considered the place for campers to have fun or achieve the various things the parents expect. How can these ideals and many others be fulfilled unless the counselors who are so closely associated with campers are receiving compensation through a guiding philosophy of the director? It is no easy task under most camp programs for the director with heavy responsibilities to think of the needs of the counselors. Some camps offer some form of guidance through a counselor - training course from eight to

ten days at the opening of the camp season, or other camps may have a two or three day pre-camp training period.

What is the theme of the counselor's meetings which are of so much interest to curious campers? Camp problems are discussed in relation to the camper; perhaps there is a short talk on creative camping by the director, or plans for visitor's day are formulated. It is necessary to dispose of this business as quickly as possible for there are other duties needing attention. There seems so little time for counselor guidance in the whole scheme of outdoor living! How can the counselor be inspired to do creative work when her interests, desires and wishes are not given scope for development through a guiding philosophy of the director!

In most of our camps emphasis is placed on progressive methods employed; on activities originating within the groups of campers and counselors. Plans are made according to the wishes of the group, yet our methods used are far from progressive and sometimes stilted, superficial and undemocratic. A long view of camping is needed instead of season-to-season fragmentary education with a new director and a new set of counselors each year.

In a well-known camp which prided itself on being progressive, informal discussion on a variety of questions was encouraged before bedtime. The idea was to encourage spontaneous, original and creative discussion. The counselors found no special interest in discussion at this particular time, and any attempt to guide the talk resulted in mere chatter and drifting conversation. The counselors reported discussions of greater value growing out of some incident out on the trail, when a group were doing a bit of handcraft, while making their beds in the morning or sweeping their cabins. The counselors must be free and ready to guide campers, taking the leads offered by campers at various times.

Counselors need individual attention from the director, and as there are different age levels in counselors there are meager interests to be enriched and others to be developed. This should be a part of the director's guidance program. Delegation of responsibilties according to abilities and needs, and freedom in which to grow should be one of the director's guiding principles for counselors.

This will take more of the director's time than she is now giving to camp, but her position should be a full-time one, and not for late spring and summer only. In the spring she is so hurried with the duties of registration for campers, with interviewing counselors and a host of other tasks, that she overlooks any guiding principles for counselors in her effort to get a permanent staff completed at least two weeks before camp opens. Much of her time should be spent at camp instead of away from it, as is the present custom. As conditions now exist her interest in camp can be only seasonal, and when occupied with other duties she gives little thought to camp until the period for engaging counselors arrives, when interviewing begins, and the bartering ends at the close of the summer.

Another general guiding principle for a director or leader should be to broaden the program and enrich the experience for all. Emory Bogardus in "Fundamentals of Social Psychology" classifies leaders according to four types: The group compellor, the group exponent, the group representative and the group builder. The camp director should be the latter type, but she cannot build a camp without considering the counselor's contribution and development. The wise director uses the stimulation, suggestion and inspiration of counselors in such a way as to share responsibilities with counselors and campers. She plans within her counselor group ideas for self-guidance and leadership according to individual capacity. If the director thinks too far ahead of her counselor group, the results are liable to be disastrous because her methods will appear visionary and revolutionary. She will need to guide step by step; gradual evolution with counselor-camper participation makes for a happy successful camp.

Who Are the Counselors?

The counselors should be individuals who receive delightful experiences from recreation, otherwise their spirit will not be contagious. This group in camp varies considerably in age; they, as well as campers, come from various home environments. They express a diversity of interests in life and some hold positions of responsibility in teaching and other related fields. A few are just out of the adolescent stage who are seeking experiences with children and adults to enable them to hold responsible positions. Some have problems of insecurity and other difficulties. The problem of the director is to so guide this counselor group toward self-direction, adjustment and establishment of right ideals and attitudes so nec-

essary for camp and for other fields of work they may enter. The task is not simple when counselors shift from camp to camp each summer. Some plan whereby counselors would remain for more than one season is desirable and would help the individual to attain wider experience in camping and to see its relationship in the development of the whole child in home, school and community.

The counselors come to camp for numerous reasons. With some it is a primitive form of barter, an exchange of services for experiences with children and young people. With others it is service in exchange for some compensation and health, love for nature, maintenance and other things. There are those who need time to gain a new perspective on life to enable them to make adjustments and to meet the demands of our rapidly changing social order. Many of these adults have been trained in schools and colleges which stressed specialization in certain occupations and professions that fitted one for a limited type of work, but as machinery has replaced labor numerous economic problems have become acute so that at the present time predictions seem to indicate the need for one to be socially adjusted and to have a diversity of interests and occupations to which one may turn for a living.

Camp could give the counselor practical experience in leadership in many fields, opportunities to do experimental work and an acquaintance with areas of occupations through a good camp library. If all opportunities at camp were made available for the counselor groups, camps would be open the entire year and accessible for counselors and campers at any time. Counselors would then be able to make a definite contribution to camp and the community.

Life at camp, many feel, has become stilted, narrow and inexpressive. It might well be reorganized and built upon a new set of principles.

Fields for Study

Some of the fields for occupational and professional study at camp are listed as follows:

There is first of all food service work involving quantity buying with preparation and serving of food for children and adults. This includes tasty lunches and easily prepared wholesome food for the camp fire.

In the broad field of handcraft leather, tin, beads, crepe paper and numerous things are at hand waiting to be used.

The community theater, with its scenery-construction, lighting, make-up, acting and costume designing, offers a challenge.

Writing of original plays for camp, and research in the field of religious drama with adaptations for camp are greatly needed.

Swimming and life saving offer another field for service. Interest needs to be stimulated in learning to swim for fun and health. There are still many lives lost each year during the summer holidays because of a lack of knowledge of this art.

The world of nature should be made accessible for others. An acquaintance, knowledge, and understanding of plant and animal life add richness to living.

Skill in dancing and land sports of all kinds are worthy of a counselor's best interest and knowledge.

What a field for study exists in camp music! Some improvement has been made in the past few years, but much is yet to be done.

The camp library has been badly neglected. There is much free material available or a great amount that can be purchased at a small cost that should be in every camp library. Valuable scrap books of all types could be made; a wide variety of books could be acquired if an effort were put forth.

There would be an excellent opportunity for journalism if the program of activities were wide.

The building of simple rustic camp furniture as well as furniture made from crates, boxes and barrels found at camp affords an interesting activity.

A camp could maintain a flower and vegetable garden, and plans for its growth would more than repay any counselor who would undertake it.

It would be profitable for camp to keep a few domestic animals, such as cows, pigs, sheep and horses, the number depending on the acreage available. Riding horses are about the only animals seen at camp at the present time, and they are usually eight to ten miles from camp and provided only for those who take special riding lessons.

An interesting variety of poultry could easily be raised on a small area at camp. There is a broad field for study here. Camp offers an excellent opportunity for a

"The camps which produce the best results are camps with a high degree of democratic participation on the part of the campers, a thorough-going system for reaching each boy, and unusually expert and well-trained leadership."

—*Goodwin Watson*

study of domestic animals and poultry, but nothing has been done in these fields.

Camp for the city child and adult has been in too great a degree merely a reproduction of metropolitan life instead of any awakening to new aspects of life outside city interests.

To make an extensive study of these topics would require new principles, plans and organization for camp.

Photo and copyright by Fay Welch

In transplanting trees grown in the camp nursery at Tanager Lodge, these campers are both increasing their knowledge of nature lore and sharing responsibility for camp beautification and improvement.

"If good educational methods are desirable in stimulating intrinsic interests of campers in activity, they are also desirable for counselors. The morale and spirit of the counselors are very quickly reflected in the morale and spirit of the camp. No camp morale can rise above the level of its counselors."—*Hedley S. Dimock.*

The counselors in our camps wish to be recognized as individuals and they want the director to know what they are doing. Do they like appreciation of work well done and an opportunity to acquire new skills? Witness the delight of an adult counselor who has learned to swim at camp or the happy expression resulting from a bit of handcraft work completed! There is joy in sharing the new experience with counselors, campers and the directors; the recognition of new avenues of occupations and professions open to her brings delight. The time taken to acquire the new skill should not be thought of as a skill gained at the expense of the camper; often the latter enjoys seeing the counselors make the same struggle to acquire new skills as she finds necessary. The director should see in this another of her guiding principles; namely, that counselors and campers grow in knowledge and skill according to the ability of the individual.

Recreation for Counselors

Under our present system of camping, activities are provided for campers, but there is little for counselors in the way of recreation on an adult level. What constitutes enjoyable activity for the counselor varies with age, experience, cultural status, intelligence and other factors. For some it will be a hike along a favorite or unknown trail with time to study plant life; for others it will be a canoe trip with a cook-out, a chance to write letters in some shady nook away from the rest of the camp without being thought disloyal. Some enjoy the opportunity of visiting other camps for an exchange of ideas with other counselors and directors which makes for wider growth and development. These activities on an adult level need to be considered and given a definite place in the whole plan of summer camping.

What has the small group of two or three formed within the larger counselor group to contribute to camp? Sometimes fear arises on the part of leaders, thinking disloyalty will result if these small units are formed. These are natural mutual relationships, and the director should help the small group to make a contribution to camp. At times counselors can participate better in the larger group by sharing and combining interests; creative work will result from the united effort and the interactions of people which will be better for all concerned. For example, small groups of counselors and campers may undertake a certain project which originates from a small group discussion. As others become interested, groups join, and there is the combined effort of a number of small groups all sharing responsibilities and working toward one goal. People live and carry out

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Television as a New Aid to Recreation

By SAMUEL L. FRIEDMAN
Director of Promotion
Playground and Recreation Department
Los Angeles, California

Television, infant prodigy of the communication and entertainment world, is just now growing out of its swaddling clothes and is getting ready to enter our daily lives as a new and powerful influence. What has this new development to offer the field of recreation?

THE STUDIO blazes with lights from powerful flood lamps. Technicians, wearing head phones behind which trail long wires, are busy moving props around and rolling up a huge futuristic-looking camera mounted on heavy rubber tired wheels. The cast of players and participants stand around, their faces glaring grotesquely in their heavy movie make-up. Then a hush falls over the entire group as the master of ceremonies steps forward into the bright circle of light directly in front of the camera. Another telecast is about to begin.

Television, the infant giant of the communication and entertainment world, is just now growing out of its swaddling clothes and getting ready to make its bow as a new and powerful influence in our daily lives. What does this new development hold forth for the field of recreation?

Many recreation departments across the country have already learned to make excellent use of the radio as a tool in their public relations program. Television, through the infinite possibilities of its combined visual and auditory expression, holds forth a magnificent promise toward recreation and education, which may in time far exceed that which radio has so splendidly fulfilled.

As perhaps the first public recreation department in the country to make use of television in its program of public contact, the Los Angeles Department of Playground and Recreation has already gained some valuable experience in this field and has been able to gauge a little the new opportunity of expression which soon will become more generally available.

Telecasts at present may be divided roughly into two classes, the first consisting of the presentation of motion pictures, and the second of so-called "live programs." Both of these have been attempted in Los Angeles by the Recreation Department.

In Los Angeles is situated one of the first television stations in the west, W6XAO, owned and operated by Thomas S. Lee, who is also the owner of the Don Lee Pacific Coast Network of the Mutual Broadcasting System. This station has been sending out telecasts regularly for a period of nearly nine years and during that time, through constant research and experimentation, has steadily improved the quality of the programs. Today this broadcasting organization and several others of like importance across the country are at the dawn of a new stage of widespread public appreciation and use.

The Los Angeles Recreation Department has presented a number of its sound motion pictures over Station W6XAO. Of much greater interest, however, in their potentialities for public recreation, are the experiments conducted with "live" telecasts.

"Live" Telecasts

One of the most successful of these was the presentation of a simple little act in which the marble-shooting champions of Los Angeles were introduced and interviewed, and then requested to put on an actual demonstration of the game. The television camera was moved up for a close-up while the boys "knuckled down" on the studio rug and showed just how they played the game of big-ring marbles. The audience was delighted and so expressed itself in numerous telephone calls and letters to the station.

Of even greater significance was another telecast in which handicraft projects were physically demonstrated. Three representatives of the Playground and Recreation Department were introduced to the television audience. After describing briefly the scope of the arts and handicrafts classes conducted at recreation centers, the participants showed how to hammer and shape art metal objects and how to make attractive objects of pottery. Completed articles were presented to the view of the camera and turned about for inspection.

This program immediately suggests the rich possibilities inherent in television as a medium

through which recreation activities may be taught and demonstrated. Not only arts and handicrafts, but also hobbies such as photography and stamp collecting may be graphically and interestingly brought to the attention of many individuals through this medium.

Other phases in the varied program of recreation likewise offer themselves as excellent subjects for television. Sports, for example, might easily be televised in the form of demonstrations of skills and techniques, the introduction of champions to explain and illustrate their methods of handling tennis rackets, ball bats, basketballs or golf clubs. Instruction in dancing, in dramatics, pageantry, and numerous other activities also could be effectively presented in this way.

Such demonstrations could be followed on the "iconoscope," or cathode-tube receiver screen, in television sets in homes, or could serve groups gathered for instruction around a receiving set located in a recreation center club house.

In Los Angeles, recreational music groups as material for television programs have already been experimented with. A playground harmonica band composed of boys and girls ranging in age from ten to fourteen years was introduced in a telecast and gave a creditable account, gaining many new friends for the public recreation program.

Nature study as a hobby is another subject which would immediately suggest itself for its telecasting possibilities. Recently, in a television demonstration, miniature aquaria were described and the talk was illustrated by the use of a large bowl of goldfish. The subject brought an immediate favorable response from many families, especially those which had young children.

The recreational opportunities which seem to be inherent in television multiply themselves endlessly. Many of the persons who are beginning to install television receivers in their homes are also photographic hobbyists and make a practice of taking pictures of interesting subjects which come through on their receiver screens. Recently a professor of anthropology was giving a television lecture and using a skull for a demonstration. He held it up before the camera for a moment and then put it down. A few instants later eight telephone requests came in to the studio from members of the audience asking the professor to hold the skull up again. They were camera hobbyists and they wished to obtain photographs of it while it was on the screen.

Another phase of the fascinating television development which may become of great interest to playground and recreation workers is the experimentation in the use of portable television equipment. In Los Angeles, Station W6XAO has portable equipment which is carried about in a light station wagon. This is available for transportation to a playground where an interesting contest,

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The television camera is shown trucking forward for close-ups of an arts and crafts demonstration

Motion Pictures in Recreation Departments

A selective survey designed to discover to what extent movies are being used by recreation departments for entertainment, publicity, or worker-training purposes in programs throughout the country has recently been completed by National Film Programs, Inc., a 16-millimeter program arranging company in New York City. Some new trends have been revealed which will be of interest to executives and program planners who are faced with the problem of selecting effective film programs.

By CHARLES HOWARD CUNNINGHAM
New York City

IN MAKING THIS STUDY of the use of motion pictures by recreation departments a brief postcard questionnaire was sent out to various recreation centers in the United States and Canada to find answers to some of the following questions:

1. Does your department use 16mm. silent or sound movies (or both)?
2. Do you use movies for advertising the work of the department; to entertain large groups; or to instruct workers and members in recreation skills?
3. Has your department made any of its own movies? On what subjects; program services of the department, special events such as pageants, playground circuses, winter sports, new facilities being developed, or what else?
4. What subjects do you think would be of greatest interest to groups that you serve?

The questionnaire contained a number of subjects under the classification of sports instruction films, craft and hobby instruction films, travel and entertainment subjects.

A summary of the replies from more than fifty recreation executives covering twenty different states and two Canadian provinces gives the following percentages of interest and use.

A. On the extent of use of motion pictures	*Number reporting use*
1. Using 35mm. sound movies in the Department program	2%
2. Using 16mm. sound movies	46%
3. Using 16mm. silent movies	60%
4. Using both sound and silent movies	6%

B. Purposes for which movies are used	
1. For advertising the recreation program	40%
2. For entertainment of groups	70%
3. For instruction of workers in skills	32%

C. Departments who have tried producing their own films 30%

(subjects mentioned as having been filmed were May Day, hiking, playground activities, safety and health, model airplane clubs, golf, winter sports, camping and general record films of programs and services.)

A few leading subjects filmed were as follows:

1. Program services	28%
2. Construction of new facilities	6%
3. Playground circuses	16%
4. Water pageant	12%
5. Winter sports	12%
6. Camping	8%
7. Other subjects	8%

On the general questions of what subjects recreation directors were interested in obtaining for use in their programs several classes of films were found to be in great demand as the following tabulation shows.

D. Sports films wanted	*Directors desire to use film on subject*
1. Golf instruction	46%
2. Tennis instruction	68%
3. Skiing	34%
4. Backyard sports	42%
5. Canoeing and sailing	22%
6. Archery	54%
7. Football	23%
8. Basketball	62%

This rather conclusively indicates that in the opinion of the recreation directors there is a great need for instruction films on tennis (68%) and basketball (62%) techniques. Archery (54%), and golf (46%), follow close behind as subjects in which motion picture instruction will be widely used when available. A film to show elementary skills in backyard or small area sports such as badminton, paddle tennis, ring tennis, horseshoes, etc., would also be in demand by at least 42% of the reported departments.

In the realm of handicrafts and hobbies there was the greatest demand for a film on leathercraft, on woodworking, and on model airplane construction.

E. Handicrafts and hobbies	*Percent of directors reporting need for films*
1. Leather tooling	52%
2. Model planes	50%
3. Woodworking	48%
4. Beadcraft	40%
5. Pottery	38%
6. Metalcraft	36%
7. Ropecraft	34%

One can readily suppose that a craft-teaching film might be an invaluable supplement to any printed instruction whenever one faces the problem of an enthusiastic group interest in a craft or sport activity and only a moderately skilled leadership for it.

On the question of desire for more films on travel the directors indicated a decided interest in several of the subjects mentioned. Among these topics the idea of having a recreation newsreel to show seasonal activities being carried on in various parts of the country, or in various countries was received with greatest enthusiasm.

F. Travel and other entertainment subjects wanted (some of the prominent subjects mentioned):

	Percentage of directors indicating preference
1. Youth Hostel film	32%
2. Ocean cruises	16%
3. National parks	30%
4. Recreation newsreel	66%
5. Comedies and cartoons	44%
6. Bicycle trips	38%
7. Canoe trips	22%

What, if anything, do these few figures indicate?

Certainly the power of the motion picture to tell the recreation story is well recognized by executives around the country. It seems evident that the demand is so great that some departments on finding that the films they want are not available, have tried their hand at producing these films for themselves. Whether such films turn out to be of more than local interest and higher than amateur standard in quality depends a great deal on how much careful planning is done before the "shooting" is commenced. If the Department is lucky enough to secure the services of a serious and advanced amateur movie club, or of an individual amateur of long experience and high cinematographic standards some excellent work can be done. The finest results are obtainable, however, when there is the right combination of careful advance planning of the movie script, wise selection of actors and action, patient and plentiful rehearsals, and professional assistance on the technical details of lighting, shooting, editing, titling, and interpreting the story.

The results of the survey indicate that a great variety of movie films are much in demand by recreation departments. Here exists an opportunity for someone to make a real contribution to the as yet little developed field of visual education in recreation. One can select a project that offers a unique opportunity for filming in a given locality; get the local movie club interested (or use the idea as a reason for forming a movie club), write a carefully planned, documented and detailed script before exposing any films; then attempt to capture for a recreation hungry public the exact style and technique of the local archery champion, the expert amateur metal craftsman or of any other recreationally interesting skill, novel sport, or unusual pastime that presents a chance to be filmed. If the film turns out to be really instructional, as well as colorful and entertaining and if it is carefully edited to a pace that tells the story without either dragging or jerking, then there is a proven demand for it by recreation audiences from Maine to California and from Florida to Vancouver.

It is only a matter of time before recreation movie exchanges will be set up and a contribution to the recreation movie library on the methods of building ship models for instance, may entitle a recreation department to draw on a host of other recreational film topics from skiing to sketching. When such helps become available the problem of how to interest the public in new recreation opportunities, sports, skills, crafts and hobbies will be greatly simplified. Let the public see it in the movies. A brief action-illustrated movielogue on the means and methods of turning your backyard into a badminton court will arouse plenty of interest. The easy grace of the strokes explained and illustrated by champions, the fun of it for champion and dub alike, can all be captured on film and used to arouse the enthusiasm of the vast uninitiated majority of our recreation public.

Readers of RECREATION will be interested in knowing that there is now available a pamphlet entitled *Motion Pictures in Sports* which contains a bibliography and a film list, as well as a directory of commercial and educational film services. This may be secured at a nominal price from the National Section on Women's Athletics of the American Association of Health, Physical Education and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. Still another helpful guide and source of information is "1000 and One," the Blue Book of Non-Theatrical Films published by the Educational Screen, 64 East Lake Street, Chicago. Price 75 cents. This contains lists of films classified under various subjects and giving information regarding each.

Our Rhythm Band

By MARY STATLER KOONTZ
Formerly Assistant Director
Somerset Community Playground
Somerset, Pennsylvania

"My purpose in recording our experiences," writes Mrs. Koontz, "is to encourage others to organize a rhythm band on playgrounds or in camps. It will take a reasonable amount of ingenuity and a lot of hard work, but the happiness the children will derive from it will be more than worth every ounce of energy put into it."

ONE OF THE major problems confronting every conscientious playground leader is that of providing material that is interesting and worthwhile, which does not overtax a budget that is usually limited. A recreation leader soon learns to be a jack-of-all-trades. As more activities are offered, more children will be interested, and as the playground attendance increases, one's opportunity for good influence also increases.

The idea of a rhythm band had been smoldering in the back of our minds for several years, but there seemed to be several serious objections to it. First of all, we did not have a broad knowledge of music. A piano was not part of our equipment. Second, we were working on a limited budget, and, although the price of the instruments is not high, we did not feel that it could be added to the other necessary expenditures. In spite of this, we organized a rhythm band in the summer of 1938. It was a good one, and the children loved it.

The first step was obtaining a victrola. We were particularly lucky in securing the use of one owned by a professional dancing teacher who gave lessons in the recreation room. However, many people own antique-looking victrolas which are in surprisingly good repair, and they would be glad to give or lend them for a worthy cause if the need were known.

The selection of music is one of the first considerations. The melody must have a definite accent if the children are to keep time to it without confusion. However, they will soon learn that there is a great deal more required than just "keeping time." They must interpret the mood and character of the music also, so it is important for the selection to have several (but not too many) moods. This will train the children to use discrimination in the selection of the various instruments which will express the desired results. Many Victor records lend themselves particularly well to this type of music, and the study of any Victor catalog should be an aid in making a wise choice. We used:

Amaryllis by Ghys (Victor Concert Orchestra).....No. 20169B

Parade of the Wooden Soldiers by Leon Jessel (Paul Whiteman and his Orchestra) No. 21304A

Stars and Stripes Forever by John Philip Sousa (Philadelphia Orchestra) .....No. 1441

National Emblem by E. E. Bagley (Arthur Pryor's Band) No. 19842

Amaryllis is especially well adapted for this kind of work. Marches are good to develop a feeling for rhythm, but usually they do not express more than one mood—a criticism which may make something else more desirable, for part of the work at least. Remember the opportunity you have to secure records from music clubs as well as from individuals. Let your needs be known through the playground grapevine system or the daily paper, and you will probably have enough records to keep you busy for years. You need only use those which are best.

The construction of the instruments was the most difficult task, but I must hasten to add that it was also the most interesting. We encouraged original suggestions for instruments as well as for their decoration. Whenever possible, we urged the children to use their own ideas. The president of a local lumber company donated the wood we needed, allowing us to select the various sizes and shapes that would be most useful. Credit must be given to two members of the Playground Committee who made the stand for the chimes and attached the handles to the wood blocks and cymbals. In carrying through a project such as this, don't fail to enlist all the help you can get. Your energies can then be turned to something that would otherwise remain undone.

A complete description of the instruments we made and used will be found at the end of this article. Most of them were made in the handcraft classes, and we found they did not cost any more than the regular projects. One week we made tambourines. They were quite popular and almost every child made one of them. The following week we made drums and horns and painted bottles of various sizes and shapes. Another week we made sand blocks, wood blocks, rhythm sticks,

and a peculiar looking, original arrangement which became known as chimes.

The Band in Action

By this time almost every child had made a complete band of his own. Many of the children told me they practiced at home to the radio or victrola, and some just sang their accompaniment. We were afraid some of the parents would wish the instruments and the originators of the idea in Timbuctoo, and so we were agreeably surprised when many of the parents spoke favorably to us about it. Several of them had discovered latent musical ability in their children. Many of them had begun to talk about music and musical instruments, which fact, in itself, was a step nearer the goal. All of them were definitely interested, which is probably the secret of the success of the enterprise.

Two complete sets of instruments were kept at the playground. One was used for our daily practices, and one was kept for display purposes and public appearances.

With the preliminary work completed, a definite hour was set aside for practice—eleven to twelve o'clock each morning. Again we made use of the properties at hand. Two low benches about eighteen feet long, which were the benches to the handcraft tables, were placed in a V shape. On one bench were the tambourines, wood blocks, sand blocks, bottles, a drum, and a bell. On the other bench were chimes, wood blocks, cymbals, horns and a drum. Another low bench about four feet long was placed near the front of the V and held three pairs of rhythm sticks.

At the appointed hour, a roomful of children ranging in age from four to fourteen assembled. The younger children could handle the rhythm sticks, sand blocks, wood blocks, cymbals, and tambourines quite well. The other instruments such as the drums, chimes, bottles, and horns were handled more efficiently by the older children. However, they took turns using the various instruments, and each child who came to practice was given an opportunity to play at some time during the hour. We avoided assigning children to play definite instruments, fearing it would discourage others from trying them.

It soon became evident that most of the children had selected some particular instrument as their favorite and that they could handle it better than the others. Consequently, about a week before a public appearance, we held a "try out" and chose the individuals to comprise "The Playground Band." This method was repeated before each performance, so that each child felt that he had a chance and that there would be no partiality.

There is no need to go into detail with the progress or with the mistakes we made, except to say that we never had a practice without an eager waiting list.

We tried to allow the children as much freedom as possible in developing their own orchestrations. Every child has a natural creative instinct, and it is a fascinating occupation to watch him develop it.

At first we directed the work, but we kept on the lookout for a child to take it over. We reminded ourselves that the same qualities that make a good drum major would also make a good band leader. We found one in the person of a talented little girl who had a splendid sense of rhythm and was at the same time graceful, gracious, and capable of making a good impression wherever she went. A few simple rules on how to hold her baton and the standardized motions to beat time—three-fourths, four-fourths, and six-eighths—were all she needed to give her activities a professional touch. She soon learned to motion to various instruments to begin to play or to stop playing, just as she learned to signal for softer or louder playing. All these little motions helped the slower members to follow more easily, and they also made a splendid appearance during a public performance.

Things to Avoid

There are a few things to avoid, however, in establishing a rhythm band:

1. Don't scold if the children make mistakes. Playground attendance is not compulsory, you know, and it is your job to keep the children happy above everything else.
2. Avoid competition. Music is an individual pleasure, and enjoyment of music does not always increase in proportion to one's ability to excel in it.
3. Avoid monotony, repetition, and carelessness. What is worth doing at all is worth doing well.
4. Be careful that in enthusiasm or anxiety for perfect response the lesson does not become tiresome. Continue practice only as long as the children enjoy participating in the lesson. Music appreciation is to be desired above skill, but an improvement in attitude will surely be followed by an improvement in skill.

More than anything else, the organization of a rhythm band should develop an atmosphere of happiness. It is an outlet for self-expression which is always a pleasant and worthwhile experience. The children will learn a technique in handling the instruments which will make them more sensitive to the beauty in and the appreciation of good music. Music can do much to develop group spirit and cooperation, and a good rhythm band is a subject for playground and community pride.

Description of Instruments

We selected the color scheme of red and blue for all the instruments. This combination was very attractive, as the children all wore white for public appearances. An added advantage was that we were able to buy paint and other supplies in large quantities.

Tambourines

Materials. One paper plate with lip; 12 metal roof caps; 6 pieces of wire three inches long.

Directions. Paint entire plate with two coats of paint. Enlarge holes in metal caps. With pliers, twist head on one end of wire. Thread the wire through two roof caps and the plate, and twist the other end. At least one inch of play on wire should be allowed.

Cymbals

Materials. Lids from tin cans such as coffee or shortening cans; 3-inch pieces of broom handle; nails.

Directions. Fasten handle to tin can lid. Paint and trim.

Wood Blocks

Materials. Finished lumber, 4 x 6 inches; handle, size 1½ x 6 inches; nails.

Directions. Take the blocks, some pieces 1 inch thick and others 2 and 3 inches thick, and fasten a handle on each. Paint and trim.

Sand Blocks

Materials. Same as for wood blocks.

Directions. Cover the bottom and sides of the blocks with coarse sand paper. Fasten the sand paper to the blocks by means of thumb tacks with colored heads. We used blue.

Rhythm Sticks and Leader's Baton

Materials. Half inch oak rounds.

Directions. Cut the oak rounds to the desired length. We used pieces 14 inches long for the rhythm sticks and 20 inches long for the baton. Rhythm sticks can be left unpainted, as they chip easily when in use. Paint baton as desired.

"The man who disparages music as a luxury and non-essential is doing the nation an injury."—*Thomas A. Edison.*

Bottles (to resemble a xylophone)

Materials. Four bottles of approximate same size.

Directions. Paint two bottles red and the other two blue. Put various amounts of water in the bottles and strike them with a rhythm stick.

Horns

Materials. Cardboard tubes; crepe paper; paste and scissors.

Directions. Take the cardboard tubes, which may be the centers from paper towels, waxed paper, or oilcloth. (We used the latter which can be obtained easily from local merchants.) Cut the tubes to the desired length. Cut strips of two colors of crepe paper and twist them around the tubes so that the finished article resembles a barber pole. Short streamers of crepe paper may be fastened at one end. The horns may be equipped with bird whistles.

Drums

Materials for Type A drums include round paper cartons, such as salt or oatmeal boxes; wall paper, preferably a ceiling paper; construction paper; paste; 2 lead pencils to be used as drum sticks.

Directions. Cover sides of box with the wall paper. Cut designs as desired from construction paper and trim it. Strike the drum with the eraser end of the lead pencil drum stick.

Materials for Type B drums call for a metal can such as coffee, shortening, or oil can; one-half inch oak round.

Directions. Paint and trim as desired. If the drum has a harsh sound, place a piece of old innertube in it. Use the oak round as drumsticks.

Materials for Type C drums include earthenware crocks, bowls, or dishes; a wooden chopping bowl.

Directions. The earthenware may be used as is. Turn the wooden chopping bowl upside down, or cover it with oiled paper or innertube. Several additions of Type C will give a variety of sound effects. One good drummer can operate several of these instruments.

Chimes

Materials. Six spikes of different sizes; 12-inch ruler; adhesive tape; wood and nails for stand.

Directions. Drill six holes

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"Public Opinion"

By C. H. ENGLISH
Executive Secretary
Playground and Recreation Association
Philadelphia, Pa.

IN THE RECREATION field we have had surveys on facilities, need for planning, what children want, adult participation, and similar subjects. I do not recall having seen the results of a "public opinion survey" taken of citizens who have invested, through contributions, funds toward a recreation program.

In preparing our annual appeal for memberships we tried to "sense" how people are feeling these days toward supporting quasi-public or private services in a community. Our soundings assured us that there is a resentment toward "high pressure" methods—being forced to make contributions. That attitude has developed so strongly that it has caused many former "charity-minded" citizens to become indifferent, resulting in elimination of all gifts for such purposes. But, "sharing" takes the curse off "force," and the idea of "alternatives" brings a cooperative response. On this assumption, a folder was prepared, the foremat being a two-colored sketch of a playground in action. In the foreground in a very prominent position is a playground slide on the steps of which are printed the following: self-control, kindness, tolerance, honesty, courage, industry, sportsmanship. Leading up to the slide were "step stones" with each stone carrying one of the following activities: folk dancing, sports, sand play, storytelling, festivals, gardens, games, crafts, music. In one corner is the caption "What's Your Choice?" On the first inside page the reader discovers:

"Hundreds of small children in slum neighborhoods will be vitally affected by the activities offered them on the Tot Lot Playgrounds this spring and summer.

"In the drawing, the stones represent activities on the playgrounds and the steps represent character influences that are obtainable through these activities.

"Will you indicate what activities and character influences you would like stressed on the playgrounds by placing a √ opposite the stones and steps?

"The Program Committee is now at work in developing the playground program. They will be glad to have you share in their planning by returning this folder with your suggestions as soon as possible."

The number of checked returns on this bid to share in our program, while not as great as hoped for, was of sufficient number to give us a guide to their preferences. In a sense, we have a "mandate" from our contributors who supply the funds for operation. The rating is as follows:

1st	Honesty	1st	Crafts
2nd	Self-control	2nd	Gardens
3rd	Kindness	3rd	Sports
4th	Industry	4th	Games
5th	Courage	5th	Music
6th	Tolerance	6th	Storytelling
7th	Sportsmanship	7th	Sand play
		8th	Folk Dancing
		9th	Festivals

Without doubt, the factor in preference of activities would be variable for each community thus canvassed. The importance of gardening in Philadelphia is responsible for the high place that gardens have in this rating. Perhaps the low rating given to festivals is due to a lack of understanding of its importance in a playground program.

In any event, the "public opinion" of our membership has given us several important ideas:

1. It furnished our staff of workers seven subjects on character values to be used in talks at playground assemblies.
2. It gave the executive seven subjects for the staff training institute to call their attention to their own behavior as well as stress such values with their playground participants.
3. It gave us a guide on the type of program we might emphasize.
4. Should these choices of activities represent a general public preference, it would be valuable to the press as an indication of reader interest.

The returns from our appeal were satisfactory. This in spite of decline generally

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" 'Surveys to the left of us, surveys to the right of us, surveys in front of us, surveys in back of us, volleyed and thundered.' Thousands of surveys have been made in the past decade, but in more recent years a new kind has 'Gallup-ed' into town—public opinion surveys. This is not a Gallup report, but it is just as important to us, and perhaps as accurate!"

Camping for Mothers

By MRS. H. R. HARVEY
Recreation Director
Lansing, Michigan

GRACE—"Doctor *must* I have this operation?"

DOCTOR—"I'm afraid there is no escaping it."

GRACE (*after a pause*)—"Would it prevent me from going to camp the last week in June?"

DOCTOR—"No, I don't think so, if you don't do anything too strenuous."

GRACE—"All right then. Let's get through with it."

This actual conversation gives an idea of what the three day camping trip means to some 120 young women of Lansing, from twenty to sixty years of age!

On Sunday afternoon, June 23rd, cars will come rolling in to Camp Kiroliex, the Boy Scout Camp forty miles away, which is generously turned over to the women for those few days. This will be the fourth consecutive summer for this excursion. The thrill of seeing the lake again, the trees, the hills, the dining hall and the cabins, brings a light to the faces that is a joy to behold. And how the old-timers love to show the beauty spots to the first-comers! "There it is!" "Did you see that?" "Isn't this glorious?" "Hello! Hill-toppers!" "Hi there, Sue!" "Oh, let me show you!"

By 6 P. M. everyone is comfortably settled, some have even had a swim, and husbands and children who may have brought mother have reluctantly returned. Mother is wondering whether she did the right thing in leaving her family. This is all so strange and different, and will Aunt Mary remember to give Shirley Jean her cough syrup and have her say her prayers?

There! A gong! What does that mean? Why supper, of course! From all directions they come in all sorts of togs, heading straight for the dining room. "Did you smell that?" "Am I hungry?" "Yes, sit at any place you please, but first let's join in these two lines of a simple grace of thanks." Isn't it surprising how suddenly the chatter and laughter ceases, but not for long. We are ready for food and here it is! No hesitation now. There! that's better! Maybe things are going to to be all right, and there is no need to worry.

Tonight being Sunday, let's have a camp fire down by the lake and think things over. By dusk everyone is seated and we quietly think of the meaning of a few of the wonderful verses of the Bible. The sun setting on the lake and the gradual softening of light, the gentle breeze, the fluttering of the leaves and the smell of the pines, the peace and quietness of the place, the shadows on the hills, the sound of the lapping water, the beautiful fire, and the nearness of new and old friends—all of these sink into our souls. Mother decides that she is especially privileged in being able to come; that she will trust in a High Power to look after the family at home, and she knows He will, and she will make the most of these three days so that she will return with new strength and faith and inspiration. Then we sing hymns and favorite old time songs mostly. Anyone starts any song she wants to sing. Sometimes it's more fun to listen than to sing.

At 10 o'clock each one goes to her new cabin home. Shouts and laughter are heard here and there. "Who did that?" "Where are my pyjamas?" But before long camp is quiet and we settle down to a fair night's sleep, knowing full well that we had better make the most of this opportunity.

"It poured and poured the whole night through
And all of us wondered just what we'd do
But the sun came out at the break of day
And sent us merrily on our way."

Monday morning found the camp well washed by a rain which had brought out the many beautiful shades of green. "A few of us took early morning dips, but most of us felt damp enough. However, when we met for the flag raising and breakfast, the sun had dried everything off." Thus wrote our editor Cecil in the News Letter.

What a breakfast! Food never tastes half so well after one prepares it. To sit down to the table and not even know what is to

The Lansing, Michigan, Board of Park Commissioners has organized a number of recreation clubs for women which meet weekly during the winter. In March these clubs give a Minstrel Show, using the proceeds for a summer camping trip. In this way practically all of the members have their expenses paid, and at the same time they have the fun of putting on the show.

be set before one, that's the life! Said Alma, "For fifteen years I have prepared three meals a day. This seems too good to be true."

Swimming periods are at 10:30 A. M. and 4 P. M. with an informal water carnival the second afternoon. This is a demonstration of fun and hilarity rather than skill. Many mothers, however, learn to swim a few strokes while at camp and what a satisfaction that is! Thelma is a splendid instructor.

Schedules are announced for boating, softball, volleyball, hiking and handcraft. Some women enjoy the more strenuous activities and others spend hours making corallin rings, belt buckles, leather belts or bracelets. Bertha teaches the crafts and is she good.

The rest period at noon is usually spent in planning the stunts for the evening. The first evening Cassie, as Major Bowes, presented a program that was broadcast over station C.A.M.P. Stunts included Ferdinand the Bull, a small circus, kiddies choir, Seven Wonders of the World, Madam Cox and her pupils of the "Dawnce," nature study, a fan dance, a skit entitled "The Duke," "Roses of Picardy," Wild West songs, "The Kid in the Three-Cornered Pants," and "There ain't no Hubbies with us." By that time letters and telegrams had begun to come in. Three of these were read, one from the Mayor of Lansing, one from Mr. Bancroft, Superintendent of Parks and Recreation, and one from Mr. C. E. Neitz, the boy scout executive. This brought a fine program and a wonderful evening to a close, and you might think that a hundred and twenty women would have had enough and be ready to sleep. But you don't know these women! Stories, jokes and tricks kept things lively most of the night. Why waste time in unconsciousness? And if Betty and Bob did these things when they went to camp, mother must also experience them.

However, the next morning found everyone happy and full of pep. Again scheduled activities filled the day. Minnie conducted a scavenger hunt immediately after dinner. The articles called for were: an oak leaf the size of a squirrel's ear; one night crawler or two angle worms; some of Iffy's whiskers; one frog; a Trylon and Perisphere; a long-sleeved night gown; a page from nature; a juicy fruit gum wrapper; a pine cone; one straw ten inches long; one pair of orchid bloomers; a lady bug; a cricket; a cat-tail; one live fish — not gold.

"Two groups tied for first place and both had the bright idea of dying bloomers with crushed mulberries. Popcorn and peanuts were then served and circle two-steps and square dancing were enjoyed."

The nurse, Emma, thought she was having an easy time with only a few sunburns and one slight sprain, but calls at 2 A. M. kept her quite busy. Nothing serious.

The last morning dawns and a rather tired crowd comes up to breakfast. But there are still a few more hours to make the most of and a Mother Goose party is planned. "Where did they find such costumes?" "Isn't that clever?" Mary and her lamb are again made immortal. Final games, swims and hikes are crowded in before the packing begins. Cars arrive! Mother and her blankets are tucked in and with pangs of regret at leaving and one last look at that beautiful lake, mother turns to her family again.

Is that the end? Oh, my, no, it's just the beginning! There is so much to be told! Mother has had such a grand time and living out of doors and making new friends have given her such a new slant on living that she determines to make a special effort to enable Junior to go to camp. What matter if father does drop ashes here and there or throw the newspaper around, he really is quite all right. The washing isn't half so hard to do, and wouldn't it be fun to try that new salad that we had in camp? I believe John would like it. Wasn't Rose funny when she fell in the lake? Oh, and do you remember that sunset?

"The need in women's camps," a recreation worker of long experience has said, "is for a type of recreation which contains a large amount of the real 'fun' element, and a well-worked out program of cardinal activities." A program of camp activities should accordingly include active group and team games as well as quiet games; activities for picnics and outings; camp fire programs; handcraft instruction which will aid in home beautification; much folk dancing; children's singing; circle and group games; storytelling; music appreciation; simple dramatics and stunts for fun; simple instruction in song leading with emphasis on rounds, fun songs and part songs; nature games leading to the observation of outdoor life; introduction to hobbies; informal talks on reading as recreation, and swimming instruction.

Lawn Bowling

A game played centuries ago by the kings of England is rapidly growing in popularity in its new setting

By CHARLES S. RETTIE
Secretary-Treasurer
American Lawn Bowling Association

THE GAME OF BOWLS, more popularly known as lawn bowling or bowling on the green, and, next to archery, believed to be the oldest competitive sport in the British Empire, is fast becoming one of the leading sports in the United States. The American Lawn Bowling Association was admitted in 1938 to the International Bowling Board which is now comprised of nine English speaking countries.

Public bowling greens are said to have been first established in London in 1455. Considerable discredit became attached to them because many were located near taverns frequented by dissolute persons and gamesters. In fact, the taverns built many greens, and games were played for money which was spent at the taverns. Accordingly the game was looked upon with disfavor by all who wanted sport to be on a high level, and repressive measures were taken.

Henry VIII, in 1541, forbade the working people of his domain to play the game except at Christmas time, and then only in the presence of their masters. He later prohibited bowling greens except those constructed for his own pleasure at Whitehall Palace, where he would often bet on his skill in playing. Charles I (1629-49) was very enthusiastic over the game, but unfortunately he encouraged by his own example betting and playing for high stakes. As a result, gambling became a mania among poor and rich, peasant and nobility. Fortunes were lost and won on the game, and thus once more bowling on the green fell into general disrepute throughout the Empire.

Tradition has it that the nobility embraced the game with such fervor that even queens became virtual bowling "widows"; their husbands stayed out on the bowling greens most of the day, and then went home and boasted about their scores at the dinner table. But the Scotch people came to the rescue, taking up lawn bowling in the summer time as a substitute for curling on the ice in winter, and by the nineteenth century they had so

Bowling is an ancient sport. The first bowling green of which we have authentic knowledge was constructed at Southampton, England, near Land's End, in 1299. English nobility took up the game in a rudimentary form, but it soon became so popular that it was banned by King and Parliament as a menace to archery, then so important in battle. At Plymouth Hoe, near Land's End, Sir Francis Drake was playing a game of bowls when the Spanish Armada was sighted, and records have it that he insisted on finishing the game before going out to conquer the foe. To this day the inhabitants take great pride in pointing out the green on which Sir Francis played, which is still in use.

changed the complexion of the game and its standing that it became a summer pastime of men and women of culture throughout the country. Refinements in the construction of the bowls, as well as rules of the game, were introduced. Clubs and associations of clubs were formed, first in Scotland and later in England and other countries, but chiefly in the possessions of the British Empire, until in more recent years the sport has become truly international in scope, and wherever played has maintained the high standards set by the Scotch people.

History also has it that on occasion when John Knox paid a visit to John Calvin he found him at a game of bowls, and joined with him before settling down to more weighty matters.

Lawn bowling spread with great popularity after the game had been put on a higher plane, and Scotland, England, Ireland and Wales, Canada, New Zealand, South Africa, Austria, and the United States now form the International Board. Prior to the war teams from these countries visited each other and traveled many thousands of miles to play match games.

Lawn Bowling in the United States

The history of lawn bowling in our own country for the most part covers recent times, although as far back as 1615 the game was played in Massachusetts and Connecticut, and a bowling green was built on the estate of George Washington at Mount Vernon. In 1732, New York City fathers leased to three citizens some land at the lower end of Broadway fronting the fort. The name "Bowling Green" has persisted in the locality.

The game was little played after the Revolution for about a hundred years, but in the last century interest has been revived as men going to Scotland and England have seen it played and participated in it. In Boston a recognized tournament was held in 1898, and about the same time a group of clubs was organized at the Golden Gate Park in San Francisco. The California Association was formed in 1908, and clubs were organized all along the Pacific Coast.

During 1915 the American Lawn Bowling Association was organized, and the first tournament sponsored by that body was played in Boston in August, 1918. Since then the game has made remarkable progress, all cities of any size in New England having one or more bowling greens, and the future looks bright for the growth of the sport. Park departments of American cities consider a bowling green "a method of putting life into the locality without marring its beauty," and private country clubs, too, are building greens for the same reason. Under the American Lawn Bowling Association from 15,000 to 20,000 bowlers are enrolled, and inquiries are being received by the officials of the Association almost daily for information regarding the specifications for building bowling greens. Approximately twenty new greens are being constructed at the present time.

It is the firm conviction of ardent bowlers that if the public fully realizes the great value of lawn bowling as a medium of health and enjoyment, every village and town, in addition to large cities, would demand a bowling green. It is the only outdoor game that can be played by a boy of eighteen or a man of eighty with equal skill and interest. There is no injurious physical strain. It is a man's game without being a man-killing game, and those who play it believe it is the only game for the man over thirty-five.

The fascination of lawn bowling, the skill required, the exercise afforded, can be learned only by actual participation. It is ideal recreation for those who need outdoor exercise of a stimulating kind. It is a haven of refuge for those whose physical condition forbids the strain of more vigorous sports. Country clubs are finding that the game makes it possible for them to keep their members when they have reached the inevitable stage at which golf becomes too strenuous. They will remain members to bowl on the green.

In private lawn bowling clubs, with their clubhouses for social functions, lies the great future of the game. At such clubs the women become as enthusiastic bowlers as the men.

Originally the bowls, which

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In an article of this type it is not feasible to give the rules of bowling on the green. These are readily obtainable from the American Lawn Bowling Association, 375 West Preston Street, Hartford, Connecticut, or from any of the clubs throughout the country.

Individuals who wish to see bowling on the green played under ideal conditions are urged to include a visit to Detroit in their vacation itineraries. From August 12-15 the tournament of the Eastern Division of the A.L.B.A. will be held, with approximately three hundred bowlers in competition. Arrangements will be made at the Detroit meeting to take further steps to promote this fine old game throughout the United States.

Kayak Sailing — a Sport with Thrills!

By JAMES L. JACKSON
Assistant
Physical Education for Men
University of Illinois

DURING THE summer of 1939 while working at Camp Wooster, a large boys' camp in northern Illinois which had a renewal of its 315 campers every two weeks, I built three sailing rigs, all of different styles, and taught about twenty boys to sail in the last few weeks of the summer. This activity was in addition to the regular camp routine. Next summer the sport is to be taught as a regular class hobby and several new rigs are projected, some to be constructed by the boys.

The idea of sailing was suggested by a dozen light and fast canvas kayaks the camp owned. Ten feet long, decked fore and aft, and having a beam of only twenty-eight inches, these one-man kayaks tended to skim the surface. The first sailboat consisted of a kayak equipped with demountable leeboards, a small rudder, and gaff-and-jib rigged sails. This was fairly fast and sailed close to the wind but was apt to tip.

This tippiness led to the construction of demountable pontoons for the second boat. The pontoon-cans were made of soldered sheet-metal, and the pontoon crossbar also supported the mast and its lanteen sail of forty square feet. This second boat did not sail as close to the wind because of inadequate keelage, but was much more exciting because of its greater power and speed. This boat was capsize-proof, as was the third.

The resistance of the first pontoons made it advisable to attempt much greater streamlining on the next set. The third boat had slender half-moon pontoons that acted as keels as well as stabilizers and a tall cutter rig of sixty square feet. Despite the jib's refusal to sheet tightly, the boat constructed last was much faster than its predecessors, attaining speeds of twelve miles an hour.

From these types a better composite type can be drawn which would probably be a kayak with demountable half-moon pontoons and a lanteen rig, for these give a maximum of safety, speed, and maneuverability. The pontoons are absolutely necessary if one is to take full advantage of windy days, and they are an essential safety factor in teaching. The lanteen rig can be large enough to give the student considerable speed without being too difficult for the student to handle. And the lanteen, having jib and mainsail controlled by a single line, gives the student simplicity of control with a rig complex enough to allow the fairly difficult action of jibbing off.

Once a fairly expensive sport, kayak sailing can now be made an activity for summer camps, schools, and recreation areas near bodies of water, and the thrill of individual small boat sailing can be brought to boys as young as fifteen years of age. It is the author's experience that these boats can be made safe while retaining all the excitement of sailing, and that they can be built for less than twenty-five dollars.

The usual difficulties of teaching were made light by the desire of the students to handle a boat themselves. It was found that the two-week periods of camp were too short for satisfactory teaching, but one boy who was allowed to extend his stay for another two-week period attained considerable proficiency. An instruction period of from two to three hours was necessary to instill the principles of sailing and the names and actions of the parts of the boat. A test on this insured the student's attention. A definite knowledge of the forces operating is necessary as these are sometimes difficult to notice in such a small craft. As quickly as possible the boys were allowed to take out the lanteen-rigged kayak. They usually went out before the wind, took a broad reach, and came back on one or two tacks. Those who succeeded in returning under sail were given some further instruction in navigation. On all trips the instructor followed in a rowboat for safety and, if necessary, to direct sailing.

It was gratifying to see the excitement that shone in the faces of the boys who completed the initial sail. Operating a new and extremely small craft which gave the boys the impression of their having surprising speed and power under their control was a great adventure for them. Many who learned were underprivileged boys from slum areas of Chicago, and while the contribution in poise and self-confidence could not be measured, it was obviously present.

Simple safety measures were taught and observed. The boys were always followed by the instructor's rowboat, and while this was

onerous it was certainly safe. The pontoons practically precluded any possibility of tipping. The boys were instructed to tread water if the pontoon crossbar should break and the boat capsize, and to hold on to the kayak, which would support them until help arrived. A balsa torpedo float was carried in the kayak and its use demonstrated. As some of the boys who passed the test were not strong swimmers, these precautions were necessary. Actually, not a student capsized a boat, and the instructor was unlucky only once, in the leeboard kayak.

"The paddling and technique connected with kayaking make excellent aquatic activities which you can feel safe in promoting. The construction, however, takes close supervision and must be accurately done. The expense is minor."— *C. P. L. Nicholls,* Supervisor of Aquatics, Los Angeles Recreation Department.

The question of expense of construction was, of course, present. The kayaks were built a few years ago from fifteen-dollar kits. The first two rigs, of maple and sheet-metal, were inexpensive, and even when cypress was used in the last rig the expense was under ten dollars. For a while sheets were used as sail material, and then unbleached muslin. The author had the enjoyable experience of making his own rigs, devoting about three days' work to each. It is quite possible that the students could learn some of the principles of sailing by helping in this construction work. With good care and painting the masts, booms, stays, rudders, and pontoons should last four to six years, as long as will the kayaks themselves. The sails and running lines must be reckoned expendable.

In the last few weeks of camp we learned how to make a Genoa jib, and constructed one without difficulty. This jib gave great power rigged with the leeboard gaff set. It was involved to handle but delightful in jibbing off. When the wind was too strong for the full rig, and the leeboard craft was in danger of capsizing in the gusts, the mainsail could be lowered and the craft sailed and tacked on the jib alone.

No student stayed at camp long enough to attain the skill necessary to handle this rig, but with additional time the boys could have mastered it.

Some interesting information comes from Frank M. Davenport, Supervisor of Aquatics, Long Beach, California, Recreation Commission.

About three years ago the Recreation Commission of Long Beach, California, conducted an experiment in kayak building to determine whether or not this activity would adapt itself well to the program. The experiment proved successful, and at some future time the activity will be made a permanent part of the program.

The method followed during the experiment was similar to that used in model boat building; that is, the individual purchased materials and supplies from the Commission at actual cost. The Commission furnished plans, instruction, supervision, and the shop.

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Courtesy Long Beach Recreation Commission

O.W.R.C.

"O.W.R.C."—not the name of a new radio station, as the letters might suggest, but the "Oakland Women's Rowing Club." An honorary member tells the story.

THE OAKLAND Women's Rowing Club, organized by the Oakland Recreation Department, is now entering the twenty-fifth year of its uninterrupted existence, with fifteen of its charter members still enjoying many a brisk row on Oakland's beautiful Lake Merritt.

This lake, with an area of 165 acres, bordered by lovely Lakeside Park, has always been one of Oakland's most attractive features. But as so often happens, this unique beauty spot, ideally situated within a ten-minutes' walk from the center of the business district, received but little special recognition or acclaim. It was not until 1913 that two municipal boat houses were built and placed under the sponsorship of the Department of Playground and Recreation. Passenger launches, row boats, canoes and a few sail boats were offered the public at a nominal rental charge. There was an immediate hearty response to this "Enjoy your Lake" idea. Citizens of Oakland now took great pride in the fact that very few cities could boast of so vast a water playground in the very heart of things. The Department of Playground and Recreation immediately made plans to list rowing among its major sports. Boats and instruction were offered without charge in an effort to organize crews among playground groups, schools, Y. M. C. A., Y. W. C. A., industrial and city employees.

Crews of men and boys soon dotted the Lake, but there was but little response from women and girls. Any plan to organize sports for them was quite revolutionary in 1914-15. A few women, however, had displayed an active interest in organized volleyball teams. These were appealed to to boost beautiful Lake Merritt.

In 1916, after much persuasion and many "try-outs," about twenty of these women were formally organized as the Oakland Women's Rowing Club, with a constitution, by-laws, oar-drills, a nautical vocabulary plus a keen enjoyment and appreciation of their weekly instruction from efficient coxswains, several of whom came from the nearby Naval Training Station, Yerba Buena Island.

Their record of achievement since that far-off day is an interesting one. Not only did their enthusiasm and skill make rowing popular, but they soon proved what an influence an intelligently planned and well-governed group of women can exert in the city's general welfare. There are many instances of their civic-mindedness. One, which had a special appeal for these Lake "enthusiasts," was a proposed "Necklace of Lights" to encircle the six-mile radius of Lake Merritt. When it was learned that the plan could materialize only through the willingness of local groups—Masons, Elks, Rotarians, and so on—to purchase the necessary electroliers, the "O. W. R. C." was among the first to step forward with a check for the required amount. Another movement to "popularize" the Lake was an occasional elaborate Regatta. Here again the O. W. R. C. scored. Not only did they cooperate with the Department of Playground and Recreation to awaken an interest in these affairs, but expended such effort and expense that the boats assigned to them set a standard for decoration for years to come.

In 1919, the Club's endorsement of Oakland's first great Community Christmas Pageant, and its participation in it, was one of the potent factors in making this pageant one of the city's most beautiful traditions. In 1939,

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San Antonio's Puppet Theater

By PHYLLIS-ANNE STEINBERG

Through such experiments as the Puppet Theater, the Recreation Department of San Antonio has learned that it is not necessary to wait for plentiful funds before starting a recreation program. Imagination and creative ability can stretch a small budget to amazing proportions. And a spark of enthusiasm within the Recreation Department itself will spread through a city like wildfire.

THE KEYNOTE to the success of any recreation program is the intelligent use of the material at hand, whether that material be personalities or an abandoned church. The entire program of the City Recreation Department of San Antonio illustrates this point, but perhaps the Puppet Theater, an experiment by the dramatics division, offers the best example.

The object of the theater is to train playground leaders in all phases of puppeteering, from the making of the puppets to their manipulation. Each member of the group takes his turn at stage managing, holding the book, speaking lines, building props and designing sets, so that all will be well-rounded puppeteers when the program is complete. But, human nature being what it is, each surpasses the other in some particular field. Consequently they teach one another, learning while they teach.

Old Church Becomes Theater

The location of the theater itself is an interesting example of the intelligent use of the material at hand. In La Villita—"The Little Village"—an historic section of San Antonio which is undergoing restoration, stands a funny little old church with a tremendously high roof and an almost miniature auditorium. When the question came up of where to establish a puppet theater, the unused church seemed the logical answer. There was something so appealing about the little building that even had funds been plentiful it would have been a pity to renovate it too completely. Playground leaders gave the plaster walls a good scrubbing, treated the floor of random-width planks to a coat of crude oil, and replaced broken window panes. They built a ship-lap partition to form a proscenium, framing a regulation puppet stage.

Behind this proscenium eight playground leaders are receiving the training which, in a short time, will make them qualified puppet experts. The City of San Antonio employs fourteen playground leaders, but this group is supplemented by forty WPA workers, and these are the leaders who are being trained in the puppet theater. Under the leadership of William P. Witt, Superintendent of the City's Recreation Department, the WPA workers and the city's own employees work together most effectively. Mr. Witt takes as lively an interest in the Puppet Theater as he does in all the other activities of his department.

The interest that Mayor Maury Maverick and Commissioner Henry Hein show in recreation is also a contributing factor to the success of the program. The puppeteers had a great deal of fun making a tiny caricature of the mayor, and he himself had fun making a phonograph recording for the puppet's speech and watching himself appear in miniature on the stage.

If you step into the theater between performances your eyes and ears will be greeted by a variety of sights and sounds. Perhaps a sewing machine, a hammer and a saw will all be going at the same time, while a phonograph gives forth a series of bombardment effect for the next play, "The Fall of the Alamo." One youth may be perched on top of a step-ladder, pasting cutout cellophane designs on the windows, while a young woman cuts out others and hands them up to him.

Window Decorations

The windows deserve a paragraph by themselves, as they have turned out to be an interesting experiment in decoration, and as they illustrate the possibility of gaining community interest in recreation through lay leadership.

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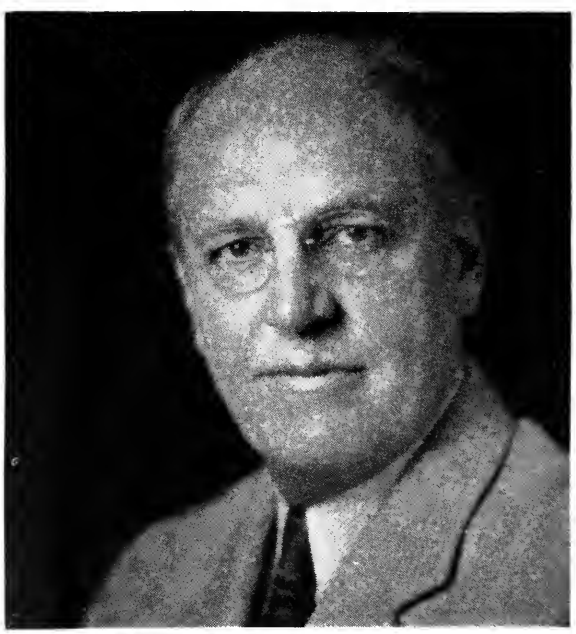
Mrs. Steinberg has written many articles and stories colored by her travels with her father, Colonel Arthur M. Shaw, consulting engineer, whose profession took him, and often his family, to many interesting parts of the globe. She is now making her home in San Antonio where her husband is a practising physician.

Speakers at the Recreation Congress

Hon. HAROLD H. BURTON
Mayor of Cleveland

Hon. FIORELLO LA GUARDIA
Mayor of New York City

G. OTT ROMNEY
National Director Recreation Section, WPA



HENRY NOBLE MAC CRACKEN
President, Vassar College

Boating

By JOSEPH LEE
Boston, Massachusetts

THE QUESTION of discipline in a boating program is peculiar. The wind is the boss. In particular, the storm or heavy wind, in anticipation of which your entire instruction is directed, is the ultimate boss. This means that the supervisors speak with the authority of the wind. Navy discipline is no good, because the participants do not remain under the eye or within the voice of the man in charge. A sympathetic, reasonable approach is no good, because the weather is unsympathetic, vicious, and unreasonable. (If you relax on shore, you are still there when you unrelax, but if you relax in a sailboat, you are probably under the surface when you come to.) The best approach, thus to kindle in the new sailor the realization that attention to uninteresting details and principles means eventual safety and supremacy among the elements, is that of the football coach. The boat landing should always present the atmosphere of a full-rigged ship in a gale with a bull-throated mate in charge, ready to enforce his orders with his fists. A reasonable approach can exist during the period of actual instruction and explanation of how to sail, and again after hours or away from the landing. But not on the landing! (After a year when older boys are developed, a system of chiefs or chief petty officers among them can be set up, which greatly relieves the strain and does away with the need of such an imperative central authority.)

Type of Boat

The question of the type of boat wears itself around inevitably to a single definite conclusion. The boat must be small enough for a boy to sail alone and to hold on to the sail in his hand alone all afternoon without getting tired. A boat is impossible with a sail so large that the sheet must be cleated or passed through a pulley, since it must be ready at all times to be instantly let go by relaxing the grip. The occupant must sit on the bottom or floor of the boat, as it is a senseless flirting with danger to have him sit up on a seat or thwart. These requirements will give you a boat less than a yard wide across the bottom and of indeterminate length. For cheapness it will be flat-bottomed, with flat, flaring sides. The boat should, of course, be lively, sensitive, and fun to sail (and preferably good looking). It should have a bamboo mast for cheapness' sake. In any worthwhile public boating program, with large numbers involved, the boats should be such as can be stacked one on top of another on the landing, so as to save space and center the program. A boy can learn to sail only by being in a boat by himself. Rowboats are not good to begin on, as the wind does not exert sharp enough discipline over a rowboat, and the boys will fool, learn little or nothing, and usually lose interest.

At the section meeting on Model Boating at the Boston Recreation Congress, Joseph Lee, son of the late president of the National Recreation Association, offered some practical suggestions from his experience in promoting boating on the Charles River. Mr. Lee, a member of the Boston School Committee, is doing much to help provide boating and swimming places for people of Boston.

Location

Without difficult and costly precautions it will be unwise to have a sailing area in any place where headland, cove, or other obstacles obstruct the view of the complete area. An area of warm water is extremely desirable, because of possible capsizing. An exposed bay that lets out to the ocean is a tremendous difficulty (unless the wind blows perpetually on-shore). With an exposed bay, at least two motor boats would have to do patrol duty with at least six kayaks on the deck of each to be manned by older boys from aboard the patrol boat, when arrival of a strong wind necessitates deploying in different directions and herding up a lot of boats at once.

Sailing Instruction

(1) If you upset, hang on to your boat.
(2) If the boat tips too much, let go of the rope in your hand by which you hold the sail.
(3) In turning around to come back, always move the stick (or tiller) in your hand toward the side which the sail is held out on.
(4) Always let the sail swing out as far as it wants to over the side until you

(Continued on page 334)

A Spring Clean-up Campaign

By LAWRENCE C. WOODBURY
Boys' Director
Central Square Center
East Boston Social Centers Council

A STORY OF HOW a neighborhood of 773 families made its own playground was related in an article published in the April 1939 issue of Recreation. The story told how a group of socially-minded citizens got together, discussed the apparent need for a safe play area, made a survey of the district, discovering the fact that for the 1,455 children the nearest playground was a mile away, secured a 15,000 square foot lot of land, and then, with fathers and their sons laboring with pick and shovel, and with the City of Boston contributing gravel and a steam roller, constructed a real playground.

This area has been used continually by the entire neighborhood for softball, volleyball, horseshoes, tether ball, field hockey and football. In general, it has helped to care for the play needs of about 160 little children daily from early spring through the fall, with eighteen Central Square Center leaders who live in the neighborhood serving as supervisors.

Because of the success of this project the neighborhood, and especially the twenty-eight socially-minded citizens who had organized themselves into the Neighborhood Playground Association, became more optimistic in regard to their problems. There was a growing realization that the people themselves can do much in working out local problems and that they can secure the interest and cooperation of the City. This new confidence caused the group to tackle another one of the existing vital problems.

At a meeting of the Association, discussion centered around the unsanitary conditions of many backyards and alleys. It was pointed out that many families, lacking sufficient trash and garbage cans, were throwing all their waste out the back windows. Often trash was put out for the collectors in cartons which came apart on rainy or windy days, or they were kicked apart by the children, with trash scattered everywhere. The Association admitted that the city was doing its part in the problems of sanitation but that the citizens were at fault.

A Spring Clean-up Campaign was suggested, and the idea was enthusiastically received by all. Details were outlined in a series of meetings. The many children who had been using the new playground, the Central Square Center clubs, the neighborhood parents, and the Boy Scouts sponsored by the Association all came together for a mass meet-

(Continued on page 338)

What They Say About Recreation

"RECREATION, in my opinion, is the remedy for many human ills that prevail today. I do not need to point out the important role that recreation plays in the National Park program. . . . Without detracting in the slightest from the importance of any other factors, it may be said that perhaps the greatest assets these parks possess are the opportunities for recreation which they afford to the millions of American citizens who visit them each year."—*Harold L. Ickes.*

"No community should delude itself with the happy thought that it may support a recreation program as a substitute for an integrated program of delinquency prevention and care. But certainly there is a relationship between idle-time, misdirected energy, vicious commercial recreation and behaviour difficulties. A public and private recreation program should, therefore, be operated *as a part of* a community attack on delinquency."—*June and Arthur Guild* in *Social Work Engineering.*

"In my opinion provision of proper playground facilities for our young people is of the utmost importance in building a crime-free America. I know of no more responsible position than that of supervisor of the activities engaged in by children on these playgrounds. Leaders of the children naturally exert a great influence over them. Their words and actions will be imitated and reflected upon. It is for this reason that I urge these leaders to accept the responsibilities placed upon them and exemplify at all times sportsmanship and manliness."—*J. Edgar Hoover.*

"There can be no drudgery in creation. The knowledge that one is of oneself creating something gives one the fine frenzy of the sculptor, the painter, the illustrator, the architect and the author, than which there is not greater joy for child or man."—*Daniel Carter Beard.*

"Human beings require recreation, especially in youth, to train both mind and body, to meet the need for comradeship, and develop ability to cooperate with others in work as well as play. Today provision for recreation should be recognized as a public responsibility shared by private agencies. Recreational facilities include parks and playgrounds, libraries, athletic fields, museums, camp sites, and trained supervision. A large extension of these facilities will in the long run prove a profitable investment." — From White House Conference on Children in a Democracy.

"The expression of all races which is found in the amalgam of things American reflects the vitality of a new country whose folk lore of songs, dances, drama, handcrafts, legends and superstitions are still being made. The old and the new have a place in the cultural, educational and recreational life of today."—*Thad Thomas,* National Folk Festival.

"The promotion of leisure-time activity and the development of recreational facilities have often been justified on various grounds such as health, prevention of crime, the keeping of mental balance in time of unemployment, or as a counterbalance to the force of routine employment. Even if all of these justifications are legitimate, they are nevertheless unnecessary. Well-rounded living necessitates wholesome use of leisure. Recreation is health, vigor, romance, and fullness of living, and should be accepted as a necessity for living as much as eating and sleeping."—*Bruce L. Melvin* in *Youth—Millions Too Many?*

"The great challenge to government today is how to apply the discoveries of science to the art of living."—*Fiorello La Guardia.*

"Besides all the other values of the national forests there are human values. The tempo of our daily lives has speeded up. Each year we experience less of natural physical activity and greater mental strain. In bustling office or crowded street we long for the friendly forest. Woodland recreation fills a definite need in our lives now, and we plan for it consciously."—From *Forest Outings,* edited by *Russell Lord.*

"The development of interest and of some degree of proficiency in sports and activities of an individual nature which have lifelong possibilities for enjoyment and participation needs to be encouraged in school programs."—From *The Bulletin* of the National Association of Secondary School Principals, November, 1939.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

HOME Dyeing with Natural Dyes is the title of Miscellaneous Publications 230, obtainable from the Superintendent of Documents, Washington, D. C. Price five cents. The pamphlet has reliable information for leaders who would go prospecting for natural dyes. Harlow House, Plymouth, Massachusetts, is teaching this art in summer courses.

Sanctuary and Nature Trail Survey. This survey, made in 1939 by the Conservation Committee of the Garden Club of America, 598 Madison Avenue, New York City, is excellent if you need something to convince board members of the need for a native plant and song bird sanctuary, fern garden, nature trail, or a special outdoor educational area.

S. O. S. for a Continent. A pictorial map to show the reckless exploitation of North America and the upsetting of Nature's balance. This map may be secured for 10 cents from the *Natural History Magazine,* American Museum of Natural History, New York City.

The Constitution of the Sheffield Associates, Sheffield, Massachusetts, specifically advocates the preservation of the residential character of Sheffield Village; the encouragement of gardening; the beautifying of streams; and vigilant care in preventing danger to the esthetic beauty of the town.

Bibliography of Nature Study. This bibliography of 45 pages edited by Eva L. Gordon may be secured from the Comstock Publishing Company, Ithaca, New York. Price 25 cents.

Pittsfield State Forest, under the auspices of the Massachusetts Conservation Commission, has inaugurated a naturalist program. Kenneth Howland, Duxbury, Massachusetts, a senior at Massachusetts State College, is the ranger-naturalist in charge of developing the new program.

The Bald Eagle, our national bird, will now be protected by law. There was danger of extermination until the bill providing for protection was recently passed by the House and Senate. Where is the nearest aerie to your locality?

The New Nature Story Magazine, a new nature story magazine for children, has just appeared. Thornton W. Burgess is editor. The magazine will appear monthly and will sell at 10 cents a copy. The first issue has twenty-four stories and sixteen pages of "Mother Nature's News." Write the Audubon Society, 66 Newbury Street, Boston.

Ivy Poisoning. A six page pamphlet on this subject has been issued by the Division of Public Health Education, State Department of Health, Albany, New York.

Food and Health from wild greens or pot herbs is a four page illustrated leaflet published by the State Department of Health, Albany, New York. You will find it helpful on a forage trip.

Flower Arranging. This 54-page multicolored 7½ inch square booklet with photographs may be secured for 10 cents from the Coca Cola Company, Atlanta, Georgia.

Forest Fire Prevention Posters (14" by 19") may be secured from the United States Forest Service, Washington, D. C.

Meal Worms for Fish Bait and Food for Birds. Directions for rearing will be found in Leaflet 195, just issued by the United States Department of Agriculture.

Nature Recreation Stories Wanted. V. K. Brown, Director of Recreation, Chicago Park District, has had mimeographed a bulletin of six pages which lists publications that would welcome stories about nature recreation.

A MESSAGE FROM CAP'N BILL

"All progressive recreation leaders are confronted with a difficult and important problem—how to keep abreast of the rapid strides in nature recreation. *Nature-grams* will help solve this problem. If each recreation leader will describe his most successful nature project on a postcard and send it to me at Massachusetts State College, Amherst, he will serve a vital purpose in nature recreation. Place a 'nature-gram' on your 'must' list. For every nature-gram cast on the water you will receive a hundred in reply from this column."

Nature-grams would be abstracts of these stories.

National Grandmother's Day was held at the Grandmother's Garden, Westfield, Massachusetts, June 19, 1940. The program was given entirely by talented grandmothers.

We are hoping for a very enthusiastic response to Dr. Vinal's request for nature-grams for this column, which should prove a very helpful one if our readers will cooperate. With the Society of Recreation Workers of America making the promotion of nature recreation their chief objective for the current year, 1940 should record real progress in this important phase of the recreation movement.

Laurel Vespers were held June 23, 1940 on Phelon Hill, Granville, Massachusetts. Choral singing, community singing, and an address by an outstanding speaker were some of the features of the service held in the beautiful natural amphitheater.

"Laurel Way" is the name for Route 20, or the Mohawk Trail along the Westfield River through the Berkshires. The Massachusetts Department of Public Works plants 5,000 laurel shrubs on this route each year.

The Old World Chateau and the Northfield Inn at East Northfield, Massachusetts, in the Connecticut Valley have a permanent nature guide. This service to guests is considered as important as golf. The guests are taken on nature hikes, may listen to nature talks in the lobby, and may have self-guiding nature trails. Robert Cole is resident naturalist.

American Forests, July 1940, says: "Sometimes beside the trail there is a birch with a dark band showing where some traveler had stripped off white outer bark. The one who did this is a lover of the wilds — not because he wanted the bark, but because he came here. Yet all hikers of this wilderness path from now on must see the ugly mutilation he has caused in the otherwise perfect forest. Could he not have enjoyed the beauty of his surroundings and left the forest as others have left it for him?"

Traditional American Rights *.

"To 'drop upon the pastures of the wilderness, to shout for joy, also to sing,' as did the Psalmist.

"To live as did Sam Walter Foss in a 'house by the side of the road and be a friend of man.'

"To rise and follow when the gypsy blood's astir, like Bliss Carman.

"To obey Wordsworth's command to 'go forth into the light of things; let Nature be your teacher.'

"To tramp the fields as did Whittier's Barefoot Boy; and to know the breath of new-mown hay, like Maud Muller.

"To travel with Nesbit 'the little roads that find the hidden ways.'

"To explore new frontiers, as advised Horace Greeley.

"To angle a creek yielding a bounty of fish, as did Izaak Walton; or just to 'dangle your legs where the fishing is good,' as did Riley.

"To turn up the nest of a field mouse, like Bobbie Burns.

"To climb trees like Davy Crockett.

"To plant and conserve like Apple-seed John.

"To go to the 'old swimmin' hole' (unpolluted), as did James Whitcomb Riley.

"To learn the language of all the woodfolk; to learn their names and all their secrets; to be a brother to Hiawatha.

"To quench thirst from a sparkling spring with safety, as did Leatherstocking with his noggin cup.

"To bind a canoe together with fibrous roots of the tamarack, as did Hiawatha.

"To see with the eyes of Audubon wild birds in their native habitat.

"To live with butterflies, as did the Girl of the Limberlost.

"To watch the first red blaze appear, hear the sharp crackle, catch the gleam, as Whittier did.

"To see with Walt Whitman that the secret of making the best persons is 'to grow in the open air and to eat and sleep with the earth.'

"To know with Browning that 'the lark's on the wing; the snail's on the thorn.'

"To believe with Shakespeare that there are 'sermons in stones and good in everything.'

"To think with Lowell that 'there's never a leaf nor a blade too mean to be some happy creature's palace.'

"To sing with Stevenson, 'Happy hearts and happy faces, happy play in grassy places.'

"To return home as did James Whitcomb Riley . . . 'With a pictur' that no painter has the colorin' to mock —

When the frost is on the punkin and the fodder's in the shock.' "

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* Extracts from Traditional American Rights, by Cap'n Bill. Published by courtesy of the Camp Department, *Cosmopolitan Magazine.*

World at Play

Civic Opera Company in Wilkes-Barre

Courtesy Wyoming Valley Playground and Recreation Association

THE WILKES-BARRE Civic Opera Company, according to the 1939 report of the Playground and Recreation Association of Wyoming Valley, has a membership of forty-five. The first production, "The Yeoman of the Guard," was presented to an audience of 1,200 people. The second opera produced was "The Gondoliers." The Opera Company is an outgrowth of the Woman's Municipal Chorus and is a greatly enjoyed and appreciated feature of the recreation program.

Many Visits to the National Forests

THE NATIONAL forests now attract each year more than 32,000,000 visitors who spend almost a quarter of a billion dollars on their trips. Although the peak season comes between commencement time and Labor Day, winter sports are increasing and over a million people are now using the newly developed winter play areas in fifty of the national forests. There are in all 161 national forests in forty states, Alaska, and Porto Rico.

More Playgrounds for New York

WITH THE acquisition by the New York City Department of Parks of a six-acre property transferred from the Department of Water Supply, Gas and Electricity, the Park Department announces 327 new or reconstructed playgrounds completed since January, 1934. At that time there were 119 playgrounds in the five boroughs; at present there are 405. The new area contains a completely equipped children's playground with a wading pool and a brick comfort station, four table tennis courts, a basketball court, a softball diamond, a hard ball baseball diamond with bleachers, and a football field. The entire area, comprising two city blocks, is boarded with a fenced in planting area containing many shade trees.

Reading Celebrates Its 40th Birthday

THIS SUMMER the Department of Public Playgrounds and Recreation of Reading, Pennsylvania, celebrated the fortieth anniversary of the play movement in Reading. Special activities were conducted in the city playgrounds, and a playground pageant was presented as the first in a series of annual productions by the Department. The theme of the pageant, called "Reading's First Forty," was the progressive steps in the development of the Department. There were few speaking characters, since most of the pageant was direct action set to music.

All-Club Contest in Dramatized Ballad

ONE OF THE interesting events of the Department of Municipal Recreation and Adult Education of Milwaukee, Wisconsin, is the ballad festival presented by the Junior Girls Clubs. The festival has been held for nine years, and this year all American ballads were used, with one of the clubs writing its own. Sixteen ballads were presented on the stage of the Roosevelt Junior High School. These included Red Wing; The Boll Weevil; Soldier, Won't You Marry Me? Two Marionettes; The Country Toad; Poor Old Maid; Three Little Kittens; The Fox in a Hungry Plight; Toad Went A-Courting; Short'nin' Bread; Where Did You Get That Hat? Little Orphant Annie; The Toad's Courtship; Ballad of the Oyster Man; and The Candy Parade.

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Municipal Swimming Pools—To keep citizens from swimming in near-by dangerous and contaminated rivers, the city government of Charleston, South Carolina, is planning to construct two swimming pools. One of these pools is to be for the Negroes, who have had little opportunity in Charleston to enjoy this healthful exercise. There is strong sentiment for making it possible for the less privileged children of the city to use the pools free of charge in connection with the playground system. It could be accomplished by setting aside certain hours of each day, perhaps in the forenoon, when the children from the playgrounds can be admitted free, probably in 40-minute shifts. These pools will be built by the WPA out of funds already reserved; they will be "self-liquidating." The city will issue bonds for fifty-five per cent of their cost (these bonds to be paid out of the revenue derived from the pools) and the federal government will grant the other forty-five per cent.

Hiking in North Carolina—The Carolina Hiking Club (Asheville, North Carolina) which is one of the leading hiking clubs of the South, is scheduling more than fifty trips during 1940 into the mountains of the western part of the state. The hikes, open to any visitors to the city, will be conducted by experienced guides and will include half day, day, and two or three day excursions.

County Opera and Theatricals—The newly launched Westchester Opera Association in Westchester County, New York, is planning to present "Carmen" next spring in the County Center. Director Mary Fabian, who organized the Association, will use local talent for all but the most important roles. The opera will be sung in English. Young People's Theatricals, another recent organization in Westchester County, will produce their first revue in March, featuring dancing, singing, and dramatic sketches. The Theatricals began in October as a means of dramatic training for the Negro Choral Union, but soon young people in the five key communities were coming to weekly rehearsals for the purpose of putting on a county-wide revue. Rehearsals have included dance, music instruction, choral singing, and social dancing.

Toledo's Churches Help—When shortage of money caused the public schools of Toledo, Ohio, to close for six weeks immediately after the Thanksgiving recess, the churches of the city stepped into the breach. Over 34 of 130 Protestant churches reported that they held weekday vacation school programs to help take care of the leisure time created by the suspension of schools. Varied programs were offered, including drama, handicraft, music, and activities of various kinds. Volunteer workers, WPA leaders, and representatives from the city's Recreation Department provided the leadership. At the Collingwood Avenue Presbyterian Church, which was open from 9:00 A. M. to 10:00 P. M., classes were held in the Church's Community House in music appreciation, handicraft, and sewing. Roller skating and all types of recreation were enjoyed in the gymnasium. Each week the WPA orchestra gave a concert with musical numbers planned especially for public school pupils.

Reports from a Youth Study—According to a youth study made by the Welfare Council of New York City, the following interesting figures concerning leisure-time activities of young people in New York City were revealed. Only one in five young people was finding any leisure-time outlet in music; only

Henry Kaufmann

Henry Kaufmann, who has done so much for the youth of Pittsburgh through the years, working particularly through the Irene Kaufmann Settlement, on reaching his eightieth birthday recently, made the following statement, which is characteristic of him:

"Instead of receiving gifts, on the occasion of my birthday, I prefer to give gifts to national and local welfare agencies which serve the needy public."

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one in twenty in group music; only one in ten in art; only one in twenty in dramatics (the legitimate theatre has practically no effect on the lives of young people in New York City); only one in four goes to even one concert a season; only one in four attends art galleries; only one in eight does any traveling; only one in three spends as little as one day in an out-of-town trip each year; one in three hikes rather frequently; only four per cent show any interest in public affairs; and the number who participate in any form of winter sports is so small as to be statistically negligible.

These figures were reported at the Recreation Session of the One-Day Conference on Human Needs held under the Joint Auspices of the Welfare Council of New York City and the Greater New York Fund, March 6, 1940, by Dr. Arthur L. Swift, Jr., of Union Theological Seminary.

Playground Birthday Celebrations—The Department of Parks of New York City conducted special programs of recreational activities for the boys and girls of five playgrounds during the month of March in commemoration of their official opening to the public. The anniversary celebration program included tumbling contests, roller skating races, novelty races, track and field events, dancing, community singing of patriotic songs, one-act plays, and group games.

A New Sports Journal Appears—A new organization known as the National Semi-Professional Badminton Association has come into being to further the sport of badminton in schools, recreational agencies, and private clubs throughout the country. The association will publish each month *The Badminton Journal* which will bring to its subscribers suggestions, teaching and playing helps, and news from the badminton world. *The Badminton Journal* may be secured for $1.00 a year. Further information may be secured from the National Semi-Professional Badminton Association, 1601 Main Street, Evanston, Illinois.

Recreation Survey—The Associated Clubs of Woodlawn (Chicago, Illinois) recently distributed a questionnaire which listed nineteen types of recreational activities, in order to determine the recreational needs of the Woodlawn District. This questionnaire was the result of the activities of the organization's planning committee which has been studying the facilities of the area. The returned forms will be sent to agencies which offer the types of recreation checked. Interested citizens will be brought together in this manner, and the recreation committee will attempt to help organize the desired activities.

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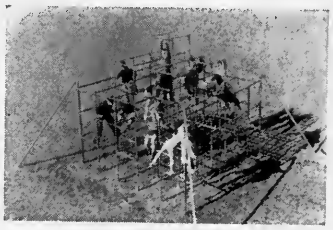

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Historic Canal Becomes Play Area

DEVELOPMENT by the Federal government of one of the most unusual recreation projects in the East is rapidly approaching completion in the environs of Washington. This project is the restoration for about twenty-two miles from Washington up along the Potomac in Maryland of the historic Chesapeake and Ohio canal. Two years ago the government bought the old waterway and its abutting property for about a sixth of the original cost and has been engaged in transforming the lower canal reaches into a boating, fishing, and general recreation area. It is hoped that the restoration will be completed early in 1940, and then the citizens of Washington will begin to take advantage of its attractions and facilities, which will be unique in the East, if not in the entire United States. For the objective of the National Park Service, in charge of the project, has been not only to provide an attractive area where recreation can be found either by canoe or rowboat, or on foot, but to restore as nearly as possible the original appearance of the canal, once considered an engineering marvel. This has meant the restoration of the twenty-three massive red sandstone locks with their ancient manually operated gates and of five ancient stone lock houses along the route which will be converted into combination restaurants and boat landing establishments. The old canal tavern at Great Falls, where canal passengers were accustomed to break their leisurely towboat journeys from Washington up the river, will again become a dining place and overnight stop for boaters, fishermen, and sightseeing in general. All the way along the canal will be the old mule towpath to be restored as a footway for hikers and wandering picnickers.

NOTE: On May 30, 1940, the Great Falls-Seneca level of the Chesapeake and Ohio Canal was opened as a recreational waterway, and on that date the water flowed through an eight mile section for the first time since 1924. In spite of inclement weather, canoeists and rowers were on hand to enjoy the facilities provided.

Mrs. Olive A. Stallings

The death of Mrs. Olive A. Stallings, Presider of the Playground Community Service Commis sion of New Orleans, Louisiana, occurred on Jun 8, 1940. Mrs. Stallings was one of the earl pioneers in the playground and recreation move ment in New Orleans. The Olive A. Stalling Playground in New Orleans is a monument to he zeal and to her efforts to promote clean recreatio For many years recreation was her chief interes

Irwin F. Poche, who has been elected presider to succeed Mrs. Stallings, was first employed i the Playground Department some 25 years ag He was brought into the playground work by M L. di Benedetto, manager and assistant secretar and now serves as president of the Commissio under which he formerly worked.

Mrs. Stallings at the time of her death and fo many years before had been an honorary membe of the National Recreation Association.

From Football to Folk Dancing—Ten yea ago the Cheyenne Mountain School, Colorad dropped football from its sports calenda substituting folk dancing for both boys an girls in its place. Today the Cheyenne Mou tain dancers have achieved such distinctio that they are booked for professional tou throughout the United States.

National Citizens' Committee Appointed-Acting upon a recommendation of the Whi House Conference on Children in a Demo racy, Secretary of Labor Frances Perkins, chai man of the Conference, has announced the a pointment of five members of a Nation Citizens' Committee which, together with Federal inter-agency committee will be r sponsible for developing a follow-up progra for the Conference. The five members a Homer Folks, Secretary, State Charities A Association; Mrs. Saidie Orr Dunbar, Pres den, General Federation of Women's Club Dr. William G. Carr, Secretary, the Educ tional Policies Commission, National Educ tion Association; Reverend Bryan J. McE tegart, Director, Division of Children, Cathol Charities of the Archdiocese of New Yor and Henry F. Helmholz, M.D., Professor Pediatrics, Graduate School, University Minnesota.

Grace Greene Baker— Pioneer Citizen

An outstanding citizen of Mount Vernon, New York, was honored recently when Mayor Hussey proclaimed June 20th as Good Citizenship Day in honor of Grace Greene Baker, for forty years active in all civic, education, and social movements. Mrs. Baker has resigned as chairman of the Recreation Commission of which she was a founder and to which she gave invaluable service. The recreation movement needs more citizens of Mrs. Baker's devotion.

Chicago Co-Ed Club — The Off-the-Street-Club in Chicago has demonstrated for a long time that boys and girls can and should play together. Through a system of group socials run by the Club, boys and girls were organized into like-interest groups. They follow and develop their special interests — Photography, Know-Your-City, Chemistry, Aviation, Radio—and hold frequent social meetings and dances.—From *Youth Leaders Digest,* January 1940.

Woodcraft—The Detroit, Michigan, Department of Recreation notes in its *Fall and Winter Bulletin,* 1939-1940, the trend in playground woodcraft toward jointed or movable articles utilizing small scraps of wood for the small parts. Since the only added expense for these projects is the purchase of a small punch drill, the bulletin states that instructors will be greatly compensated for the investment by its many uses and by the great variety of articles they may offer to their classes.

New Recreation Department—By exchanging credit on taxes for land, Ferndale, Michigan, has acquired titles to three parks and recreation areas. A recreation department has been set up, under the board of education, to direct and coordinate all recreational activities in the community.

A New Orchestra for San Antonio—San Antonio, Texas, has a new orchestra made up of one hundred school children, picked players from junior and senior high schools and upper elementary grades. Rehearsals are held every Saturday morning. The leader, a professional musician, is volunteering his services.

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Recreation on the Air — From January to June 1939 the Bureau of Recreation in Pittsburgh, Pennsylvania, presented twenty-two weekly broadcasts under the title "As We Live." Fifteen-minute dramatic episodes presented by talented young people from the city recreation centers covered these topics: supervised coasting; the value of sportsmanship in athletics; opposition to social reform and its evil effects; juvenile vandalism and its cure through playground activity; therapeutic value of swimming for cripples; adult activities at a recreation center.

"The American Teacher" Offers Special Issue — Racial problems are discussed in the January, 1940, issue of *The American Teacher.* Among the contributions in this issue is a plea for racial tolerance by Dr. John W. Studebaker entitled "Americans All." *The American Teacher* is published by the American Federation of Teachers, 506 South Wabash Avenue, Chicago, Illinois. Single copies, 35 cents.

Fair Grounds to Become a Park—At a special election held in Waconia, Minnesota, a $13,000 bond issue for the purchase of the fair grounds was carried by a two to one majority. Title to the property will be transferred from the Fair Association to the city for park purposes.

Lawn Bowling

(Continued from page 316)

range in size from 4⅞" to 5⅛" in diameter and weigh a maximum of 3½ pounds, were perfectly round or as nearly so as mechanics of those days could make them. Naturally such bowls would take a straight course across the green and, assuming the green to be level and smooth, all the bowls if well delivered would come to rest in a straight line. In order to overcome this condition the early greens were not level but higher in the middle, or on one side in the case of a narrow green, so that the player would have to judge how much his bowl would deviate from the straight path in its course across the green.

It was later that the Scotch again improved upon this style of play, and instead of crown greens they hit upon the idea of having a level, keen green with a biased bowl; that is, a bowl which is heavier on one side, making it curve to the object (jack) aimed at.

Unlike indoor bowling, a game of "buf and brawn," where the object is to knock something (tenpins) over with a heavy, hard driven ball, lawn bowling requires a gently delivered bowl to be given the required "width" and the proper "weight" to arrive at and stay near the object previously named.

A bowling green is from 120 to 140 feet square. Made square, it will last longer and permit of better bowling as the rinks can be changed around. This arrangement preserves the end or the place where the bowl is delivered from, which necessarily stands a great deal of wear, particularly from faulty delivery of a bowl.

A green is divided into eight rinks on which eight players or two teams can play. In all sixty-four players can play on a bowling green at one time on a space 120 feet square. This is a strong argument in favor of the game when one considers that a golf course requires several miles.

The bowls shall not exceed 16½ inches in circumference nor 3½ pounds in weight, nor shall the bias be less than the standard bowl adopted by the International Bowling Board. It is now necessary for all bowls to be stamped I.B.B. by the manufacturers in this country who have been given permission by the American Lawn Bowling Association to manufacture equipment.

The game can be played by rinks, four men playing against four others, each man playing two bowls alternately. When the sixteen bowls have been played, the side with the bowls nearest the white jack wins the end. They must have one or more bowls closer to the jack then the nearest of their opponents. Doubles are played with two bowlers against two others, each bowler being obliged to bowl four bowls. In singles the player has four bowls against a similar number played by his opponent.

Lawn bowlers in this country, now that they have a strong national association behind them, are quite sure that within a few years the game will become as popular as it is in Canada and other countries. Our climate in most sections is ideal for the game, and with the greens lighted at night and the fine summers we usually have there is a great future for this health-giving pastime.

Our Rhythm Band

(Continued from page 311)

in the ruler. Fasten adhesive tape over one side of it. Place one spike in each hole, making sure that it has sufficient play to have a pleasing sound when struck. Fasten the apparatus on the stand which is to be painted. Strike the spikes or chimes with another spike.

Other Instruments

Pieces of iron or steel that sound well when struck; whistles, bells, small xylophones, washboards, gazoos. This field is almost limitless.

Wandering Bed and Board

(Continued from page 300)

places, sleep there in the remote and lovely spots that can only be reached on foot. Some prefer to go camping in other ways, by canoe or pack train. But I submit that there is no other way that gives you half the freedom of doing it afoot. When you go into the woods with guides or horse wranglers you barter your freedom for a little comfort.

Arno B. Cammerer

Arno B. Cammerer, Director of the National Park Service since 1933, recently resigned his position because of his health. He will, however, continue to serve the National Park Service in another capacity which will not impose on him the rigorous executive duties involved in the directorship.

Coming to the National Park Service in 1919, Mr. Cammerer served through fourteen of the pioneering years during which the policies and traditions of the Service were being formulated. When he took over the directorship the organization was entering upon a much wider conservation program, and he carried a tremendous responsibility for coordinating the growing program and directing it into channels of permanent greatness. "It is my belief," says Horace A. Allright in a tribute to Mr. Cammerer in *Planning and Civic Comment*, "that the enduring value of the national park program while Mr. Cammerer was director will mark that period as one of the greatest in national park history."

Newton P. Drury, Executive Secretary of the California Department of Conservation, will become the fourth director of the Service.

Guiding the Camp Counselor

(Continued from page 304)

ideas and plans they have a part in forming, and gain great satisfactions from life.

Who evaluates the work of counselors and counselor groups which stimulates them to greater efforts and achievements? Director or leader evaluation is about the only type that is done, and often this is totally negative. This leads to a shifting of counselors from camp to camp each summer, and results in little of educational value for counselors or campers. A guiding philosophy is needed which stimulates self-evaluation, brings forth greater effort, and promotes freedom, growth and happiness for the counselor. This in turn will react on the campers and stimulate the development of all. Progress can best be made by freeing the human spirit, giving it avenues of expression through challenging things to do and encouraging self-evaluation.

Little follow-up has been attempted for counselors. Occasionally a few days of winter camping or a banquet during the late fall or early winter result in contacts with counselors, but few camps carry out such programs. The permanent and lasting values to be obtained from camp have not sufficiently been taken into account.

A Few Guiding Principles

It is necessary to broaden the camp program and enrich the experience for all.

There should be delegation of responsibilities for counselors according to abilities and needs, and freedom in which to grow.

Freedom for counselors and campers to grow in knowledge and skill according to the ability of the individual.

Camp should promote skill in self-direction, evaluation and adjustment, and should establish the right ideals and attitudes for camp, home, school and community.

Suggested Recommendations

A year-round position for the director.

Camp should be open the entire year, and made available for counselor and camper groups at all times.

A long view of camping is needed with better organization, improved plans and lasting values emphasized.

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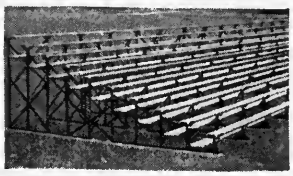

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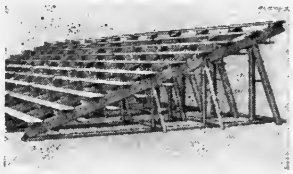

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Television as a New Aid to Recreation

(Continued from page 306)

tournament or other event may be in progress. The portable equipment can send its telecast through a so-called "hay-rake" antenna by short wave to the "V" shaped antenna at the main studio, where it can be picked up and sent out over the regular television channel of that station.

Television, long predicted as "just around the corner," now is apparently turning that corner and coming into clear view. It will soon be fully on the scene as an integral part of our daily lives. What is happening in Los Angeles is being repeated on a scale larger or smaller in other principal cities of the United States. In time, television will also be brought to the smaller communities of the nation. Because of their great potential value in the field of leisure activity, it is well to keep abreast of these developments and to look forward to the time when television will be widely used as an aid to public education and recreation.

Boating

(Continued from page 322)

see it start to flap or quiver near the mast.

(5) Don't let the wind get around behind you, but keep facing it; yet don't face directly into it if you want to make headway, but slant into it — except for the moment of turning around.

Regime

Have different colored sails for the novices, partially experienced men, and the thoroughly experienced men, so that you can keep track of them and keep them within their respective bounds. Keep a file with the name of each boat in it. Put the individual card of each boy or girl or man, with his story written on it, in the file under the name of the boat when he takes it. Use practice of "first come, first served" to keep all boats busy. Have your participants report to the officer that everything is shipshape before he finally pushes off. A swimming test of a few yards—not to see if the boy can swim, but to see if he will hang on to his boat without being panicked in case his boat overturns—is essential. Life jackets are desirable. Heavy clothing, coats, and shoes are detrimental.

Cost

Materials for your boat including sail and paint should be less than twenty dollars. Market price of your complete boat should be less than fifty dollars. You need about one supervisor for every twenty boats. About twenty active club members will use each boat in the course of a week. Bigger boats are desirable for the experienced boys. But those should preferably be schooners employing three of the same small sails each tended by a boy to keep the crew busy and separate and encourage team play—with one boy as captain. These larger boats will not cost much more and will be a great help in patroling the program.

Kayak Sailing—a Sport with Thrills!

(Continued from page 318)

In general there are two fundamental types of kayaks — the Eskimo and the Scandinavian designs. There are a number of types of canvas boats used throughout the country which are termed kayaks but which are not genuine ones.

The Scandinavian boat is long, slim, and fine lined throughout — typically a racing boat. The Eskimo designs are comparatively heavy, high and stout, and are built principally for seagoing and rough water. The latter have proved more popular on the West Coast. These boats offer excellent material for the manual training or recreation program. The total cost may be from around $7.00 to $18.00, depending on the size of the boat and the design, and material used. The recreational values involved include working on design and modifying plans, the mechanical work of actual construction, the physical training and skill involved in the use of the boat with incidental swimming and water safety experience, and the social aspect of groups or clubs with their various meetings, expeditions, and events. The boats may be made with single or double cockpits, are easily transported, and are suitable for use in rivers, lakes, bays and, to a limited extent in the surf.

The events include races of several types, picnics and camping trips, and stunts such as the "Eskimo Roll," which involves rolling the boat over and over sideways by the use of a double bladed paddle and rather skillful lurches on the part of the paddler.

The method of construction will vary somewhat according to the program of which it is a part and the policies of that program. Where boats are to be built in quantities, however, it is desirable first to build a frame or forms on which a number of boats may be framed. The frames or ribs are then secured to the form, stem and stern pieces and

astened in place, and the longerons or longiudinal frames are set in. The boat is then reoved from the form. Deck carlins and cockpit rames are put in. The deck longerons go in next, ne boat is covered with canvas, and the combings nd moldings are secured in place. After this the oat is ready to be sealed with some sort of canvas ealer and painted.

O. W. R. C.

(Continued from page 319)

fter an interim of twenty years, there was gain a demonstration of this same helpful pirit. Several boats, beautifully decorated by committee from the O. W. R. C., were an outtanding feature in a pageant at the Golden ate International Exposition.

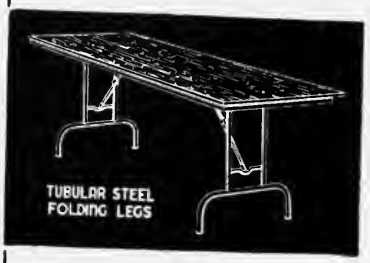
This unfailing willingness to do their bit can n some measure be traced to the fact that the). W. R. C. was organized in the first years of ne first World War. Not a week passed without this group being called into service. There ere innumerable Red Cross benefits, boxes acked to be sent to the front, knitting and ewing projects, entertainment for soldiers in earby camps, whooping up the "Buy a Bond" ampaign by buying one of the first offered in neir city.

Thus working together for both city and ation in the early days of their organizaon, a comradeship developed that has grown roughout the years. To see that this comadeship is no superficial thing one has only to ttend one of the meetings when weighty matrs are discussed. Pros and cons may fill the r, talking out of order may be controlled ith great difficulty, but ultimately all is seted as it should be and they adjourn, happily nd good-naturedly, for one more row on the ake. Here the Lake contributes its part to is comradeship through the beauty of its bluereen waters, the rhythm of the oars, the quiet nd orderly "All Pull Together" spirit so ecessary to successful rowing.

The twenty-fourth in their unbroken series f special annual luncheons was held this year t Lake Merritt Hotel with one hundred and ree members and special guests present. ere overlooking the Lake upon whose waters t least one of their crews has rowed every Vednesday morning, rain or shine, since 1916, a good time was had by one and all."

Summed up from many standpoints, this ioneer O. W. R. C. should hold a high rating among groups organized by Departments of Playground and Recreation throughout our nation.

FOLD-O-LEG TABLES



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San Antonio's Puppet Theater

(Continued from page 320)

One day the music and dramatics director was enthusiastically discussing the prospected puppet theater with some of her friends — friends who were in no way connected with recreation work. The subject of window decoration came up. How could the windows be treated in a fashion that would not conflict with the idea of puppetry, and yet would be suitable for a building which, in outline, was still obviously a church? One of the "lay" friends conceived the idea of simulating stained glass with cellophane, and was immediately induced by the enthusiastic director to tackle the problem herself. First she experimented on her own bedroom windows, then taught her newly-acquired technique to some of the playground leaders. Using the well-beloved story of Don Quixote as her theme, she designed cellophane cutouts which would tell his life story in pictures. Under her direction the playground leaders did most of the actual cutting and pasting. The bright-colored cellophane, in true stained-glass tones of rich red, green, gold, blue and purple, lets in plenty of light and blends beautifully with the blue and wine burlap curtains of the little stage. Net result — interesting and original windows, plus a lay person whose enthusiasm for recreational activity jumped from zero to 100. She gave her time and energy "just for the fun of it," and when she was through she was a new "rooter" for recreation.

Other laymen, too, have become enthusiastic workers in the puppet theater. Mary Aubrey Keating, noted artist, painted a backdrop for the stage, and came away singing the praises of recreation. Octavio Medellion, a well-known local sculptor, taught some of the workers how to carve beautiful wooden puppet heads, and in turn caught the fever of enthusiasm. Rosalie Berkowitz, who was recently awarded first prize in a state-wide art contest, painted some of the puppets' faces. All these lay people worked free of charge, taught the regular workers invaluable lessons, and helped to spread the news about recreation in San Antonio. Needless to say, a community never benefits from recreation until it knows what recreation is.

Ingenuity and originality are keywords of the theater program. The Spanish lanterns that give light from the ceiling look like genuine antiques, but are made of sheet metal and gelatin paper. The audience sits on bright blue benches made in the recreation department's newly established craft shop.

Performances are free to the public. They are held every day (except Sundays and Mondays) at five and eight P. M. Some of the plays were written by a local author and deal with Texas history. All performances are well attended and well received. Tourists, visiting celebrities, school teachers with their classes, and the neighborhood's hundreds of Mexican children make up the audiences. To date, at the end of six weeks, 1,482 adults and 1,543 children have attended. All alike respond to the informality and the "Land of Make Believe" atmosphere of the little theater.

The playground leaders themselves are as thrilled as the audience; they are amazed at their own progress, and they have gained an insight into the true meaning of recreation. They feel that they are helping to meet a crying need in their own community.

When these young men and women first came into the Department, no one would have called them a particularly talented group. Not one of them had manipulated puppets before, and only one had made them, but now, after only six weeks, they are putting on finished performances. Already the eight members of this group are infinitely better equipped as playground leaders than they were before. All have learned invaluable lessons in working with other people, and they have almost unconsciously formulated a code of ethics for playground leadership.

"Public Opinion"

(Continued from page 312)

in gifts to charity. We are convinced, therefore, that citizens are interested in "sharing" in a playground program. This raises the point as to whether taxpayers supporting a public Recreation Department would also wish to share in its program if given a chance.

Thursday Night at Hiram House Playground

(Continued from page 294)

with a tolerant humor that comes of good fellowship. The music begins. On a little wooden seating arrangement like small bleachers many children and grown-ups are sitting waiting for the show to start. On a bench that runs the whole length of the playground's side many women with their babies are sitting.

Now that darkness has fallen. The crowd moves about, listening to the music, drinking milk. The milk stands are not run for profit and the three cent price is within reach of most. Here we see a tiny girl who reaches up to the milk stand with her three cents, buys a bottle of milk which she unselfishly gives to her still tinier brother while she munches on the graham cracker that went with the purchases. Scenes like this are common all over the playground.

A hush falls on the crowd. Eight thousand eyes turn upward as the first pictures flash on the screen above their heads. The sound apparatus begins to work. Whatever the feature is, a Mickey Mouse, or a comic short of some other kind, it is always received with great enthusiasm. This is not the ordinary movie crowd of the cities clamoring for the very latest of Hollywood productions, but a group that is hungry for entertainment of any kind. Movies here are judged on their intrinsic merits, on their ability to produce a laugh that rises from the crowd, or a multifold exclamation of surprise and wonder. Pictures dealing with animal characters always have a tremendous vogue with these outdoor audiences. Little boys shout, babies gurgle, mothers laugh. The show is on. For almost an hour the movies continue. The crowd watches—moving about sometimes but always interested.

At last the words "GOOD NIGHT" flash on the screen. There is a sigh of disappointment, but all good things must reach an end. The crowd begins to disperse. Parents come to fetch their children. Adults begin to make their way homeward.

With the State Parks

THE TWENTIETH National Conference on State Parks held May 12-16, 1940, more nearly resembled a migration this year, starting as it did at Starved Rock State Park in Illinois, proceeding to New Salem State Park and then across into Indiana for visits at Turkey Run State Park, McCormick's Creek State Park, and Spring Mill State Park. Col. Richard Lieber of Indianapolis, was re-elected Chairman of the Board and Harold S. Wagner of Akron, Ohio, was reelected President of the Conference. Miss Harlean James continues as Executive Secretary. Conrad Wirth, Supervisor of the Branch of Recreation, Land Planning and State Cooperation of the National Park Service was elected a life member of the Board of Directors. Next year the Conference will meet in Pine Mountain State Park, Georgia.

In his address of welcome, Charles P. Casey, Director of the Illinois Department of Public Works and Buildings, emphasized the importance of recreation in the modern scene. The State of Illinois now has two acres of state parks for every 1000 inhabitants. A later speaker stated that Illinois planned eventually to have ten acres of state parks for every 1000 inhabitants.

Citing the growth in State Parks since the founding of the National Conference on State Parks, Col. Lieber pointed out that in 1923, 25 states had 120 state parks whereas in 1940, 47 states have 821 areas. In an address on "Camping," L. B. Sharp, Executive Director of Life Camps, urged that youth should not only be taken *to* the woods, but *through* them. He contrasted the traditional centralized camp with decentralized camping which involves small groups of youth on their own, cooking their own food, building their own shelter, and planning their own program.

Garrett Eppley, Associate Regional Planner, Region II, National Park Service, pointed out the importance of leadership in state parks. Commenting on this presentation, President Wagner said that recognition of leadership will mean much to the life or death of many state parks.

The next Conference on State Parks will be held in Georgia, and will convene in Pine Mountain State Park early in April 1941.

After a while the playground is deserted.

Such is a Thursday night at Hiram House during the summer.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Beach and Pool, June 1940
- "Helpful Pointers" by Carroll Bryant. Points to be used in convincing the public of the necessity of knowing how to swim
- "How to Stage a Water Safety Campaign" by Clyde Baird

The Camping Magazine, June 1940
- "From the Ground Up" by Alice Humphrey Doermann. "An adventure in ceramics under the pines"
- "Music in Camp" by Mary L. Northway
- 'The Use of Dolls as an Approach to Indian Lore" by Ethel Theonen

The Journal of Health and Physical Education, June 1940
- "Let's Go Fishing" by Gilmer G. Robinson. An article on "Skish," a game based on bait casting techniques

Scholastic Coach, June 1940
- "Light Up the Night"
- "Layouts of Court Games for Physical Education and Recreation Areas" compiled by Caswell M. Miles, Thomas Lyon White, Leonard G. White

PAMPHLETS

Bibliography on Family Life, Parenthood, and Young People's Relationships
Federal Council of Churches, 297 Fourth Avenue, New York, price 10¢

Collateral Studies for Work Experience on N.Y.A. Projects: Machine Woodworking, The Jigsaw
National Youth Administration for Illinois, Merchandise Mart, Chicago, Ill.

The Community and Its Young People by M. M. Chambers
American Youth Commission, 744 Jackson Place, Washington, D. C., price 15¢

Community Responsibility for Youth. Recommendations of the American Youth Commission
American Council on Education, 744 Jackson Place, Washington, D. C.

4-H Club Insect Manual
Superintendent of Documents, Washington, D. C., price 10¢

Negro Youth, Their Social and Economic Backgrounds: A Selected Bibliography of Unpublished Studies
1900-1938
American Youth Commission, 744 Jackson Place, Washington, D. C., price 30¢

Organization of 4-H Club Work—A Guide for Local Leaders
Superintendent of Documents, Washington, D. C., price 10¢

Selected References to Recreation-Program Material by Ella Gardner
Extension Service, United States Department of Agriculture, Washington, D. C.

Magazines and Pamphlets

Houston, Texas, Recreation Department
Lincoln Urban League, Lincoln, Nebraska
Community Service, Whiting, Indiana
Department of Public Welfare, Louisville, Ky. (contains report of Division of Recreation)
Delaware County, Pa., Park and Recreation Board
Berwyn, Ill., Playground and Recreation Commission
Department of Recreation, Kalamazoo, Michigan
Bureau of Recreation, Department of Public Works, Pittsburgh, Pennsylvania
Allentown, Pa., Recreation Commission
York, Pa., Recreation Commission
Park Commission, Essex County, New Jersey
Board of Recreation, Paterson, New Jersey
Lafayette, Louisiana, Recreation Commission

Magic in the Recreation Program

(Continued from page 296)

will see in magic a form of enjoyment through participation, and they will use it as a means of developing friendships through common interest, self-education, alertness, resourcefulness, poise, balance, and grace. They will find it invaluable in working with shy and problem children for through it psychomotor skills and coordinations may be achieved. Care must be taken, however, to see that guidance in magic is adapted to the individual child so that it is an expression of his own needs and abilities, and does not become the prime factor in itself.

A Spring Clean-up Campaign

(Continued from page 323)

ing at which the Fire Chief, Public Works Commissioner, local contractor in charge of rubbish collections, and the Association committee members spoke on the subject of health, fire prevention, and sanitation. The Scouts distributed flyers telling of proper garbage disposal to all of the 773 families. A committee made a careful survey of all yards and alleys, marking down the dirty ones on maps drawn up by the scoutmaster. Photographs of these spots were taken.

On April first, neighborhood children, with the thirty-two Boy Scouts and their leaders, went to each dirty alley and yard and with hoes, rakes, and shovels cleaned up every bit of trash and garbage. A city truck followed along, and the larger boys put the trash in baskets and threw it into the truck. Many people brought out waste material from their attics and cellars, making it a Fire Prevention Drive. Cooperation was even greater than it had been in the playground project. The work was carried on for six weeks. Parades and meetings were held. Many photographs showing the newly cleaned yards and alleys were taken. All local newspapers contributed much in the way of editorials and articles on sanitation. A thorough checkup at the end of the six weeks showed that all dirty spots had been cleaned.

The educational value of this campaign was great. Mothers and fathers became conscious of the conditions of their surroundings. Seeing their own children cleaning up the trash emphasized the importance of proper methods of disposal. Many families obtained new containers. For those many children who participated in the campaign it was a case of learning and acquiring attitudes by doing. It was citizenship training of the first degree. The thirty-two Boy Scouts of Troop 76 derived immeasureable satisfaction from their work especially because of the 11th Scout Law which says that "a scout is clean—clean in his mind, in body, in his home, and in his neighborhood." The campaign gave all an opportunity to be of practical service to the community. And it was something which could not have been without the development of the vacant lot playground.

NOTE: A recent communication from the East Boston Social Centers Council announces that a third playground will soon be completed through the efforts of the East Boston neighborhood folks. The history of its development is interesting.

Over the East Boston tunnel there is a piece of land owned by the City Transit Department which can never be taken for building purposes. A committee of two from the Neighborhood Playground Association was appointed to call upon the transit commissioner and the secretary to the Mayor to present needs of the children and ask for the use of the property as a playground. The committee obtained permission to use the land indefinitely without charge. Then the neighborhood people began operations. Men and boys started in digging post holes, breaking up chunks of clay, sifting soil, and mixing cement in their spare time. The East Boston Social Centers Council donated $250, and this sum, together with amounts which the association will raise at Saturday night dances, will defray the cost of a fence and make possible the purchase of a junglegym. There will also be a horseshoe court, a ten foot chute, and sand boxes. The land, which is L-shaped, contains about 750 square feet. It will take care of approximately one hundred children.

New Publications in the Leisure Time Field

American Vacations

By Larry Nixon. Little, Brown and Company, Boston. $2.25.

AMERICAN VACATIONS is written expressly for Americans of moderate means who cannot afford expensive trips. The book will tell you how to get the most fun, rest, and relaxation out of vacations in the United States, and it covers vacation resources of every state. There are chapters on farmhouse vacations, dude ranches without "trimmings," Youth Hostels, and national parks. The volume is specific in its information on how to plan, what to wear, what to take, where to get it, and what it costs.

Reading with Children

By Anne Thaxter Eaton. The Viking Press, New York. $2.50.

GROWNUPS WILL RENEW their youth in this delightful book which will bring to life many memories and hours spent with favorite books of their youth. Much has happened in the children's book world in a generation. Old favorites have won new friends and blossomed forth in attractive new editions, or they have fallen from favor. New books have won recognition, and accordingly old and new books march through the pages of this volume. Particularly interesting to the general reader will be the answers Miss Eaton is able to give to frequent questions: "What was the book I used to love so well?" "Do children like it today as much as I did then?"

Outdoor Cooking

By Cora, Rose and Bob Brown. The Greystone Press, New York. $2.50.

THE BROWNS have cooked under every conceivable condition in all parts of the world, and they have at their finger tips ways of meeting any of the difficulties that may arise in outdoor cooking. They share with their readers not only delicious recipes but information on cooking supplies which nature furnishes free of charge and methods of building all types of cook fires.

You won't go wrong if you do your cooking "the Brown way"!

The Vacation Guide

By Robert Spiers Benjamin. Whittlesey House, McGraw-Hill Book Company, Inc., New York. $2.50.

THE VACATION GUIDE not only describes America's many and varied vacation possibilities, but also classifies them by types and by season, and tells which are best for families, for single men and women, for younger and older people. There are sections on music and dance festivals, colorful folk carnivals, and summer theaters. The book also gives the American calendar, scheduling unique and outstanding events and spectacles for each month such as the tournament of roses at Pasadena, and Dutch Tulip Time in Holland, Michigan. The final section gives a list of organizations where free travel literature may be secured.

The Days We Celebrate

Volumes I, II, III, and IV. Compiled and edited by Robert Haven Schauffler. Dodd, Mead and Company, New York. Each $2.50.

MR. SCHAUFFLER, whose *Our American Holidays* and *Plays for Our American Holidays* are so widely known, has given us a new series in *The Days We Celebrate*. Volumes I, II, III, and IV of this series are now available. The first is devoted to Christmas, St. Valentine's Day, St. Patrick's Day, and Easter. Volume II covers New Year's Day, All Fool's Day, May Day, Arbor Day, Harvest Festival, and Thanksgiving; Volume III, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day, Independence Day, and Armistice Day. In Volume IV will be found suggested celebrations for Mother's Day, Music Week, Graduation Day, Father's Day, Hallowe'en, and Book Week. Each volume offers easily staged and acted plays, pageants, masques and tableaux, and there is material adapted for the use of children of all ages.

Busy Fingers

By Hildegard Fochs. Adapted by Adair Forrester. David McKay Company, South Washington Square, Philadelphia. $2.50.

THIS BOOK OF HANDCRAFT is intended for beginners and is designed to help the uninitiated become familiar with processes and materials used. The projects described include useful articles for the home, personal wear, decorations for parties, and games of various types which can be made even by small children. The book deals with the simplest forms of basketry, cardboard modeling, bookbinding, raffia and leather craft, as well as with table decorations for festive occasions, and toys and games.

Swimming Fundamentals

By Matt Mann II and Charles C. Fries. Prentice-Hall, Inc., New York. $2.00.

SWIMMING IS A SPORT about which many books have been written, but there is still room for a book of this type, which represents one man's pattern tried and proved through successful teaching of thousands of beginners. The book is simple and direct, and the authors waste no time in going to their job, that of teaching fundamentals. The illustrations are from actual situations and show clearly the essential body movements in the swimming strokes that are explained.

Physical Education in the Secondary School

Prepared by Laurentine B. Collins and Rosalind Cassidy, in collaboration with others. Committee on Workshops. Progressive Education Association, New York. $1.00.

IN THE SPRING OF 1938 the Progressive Education Association asked a group of sixty or more physical education teachers and administrators to participate in the

formation of a physical education committee in one of the association's Workshops. The Workshop was held at Mills College in the summer of 1938 with a small group of physical educators participating. Each individual worked on his own problems as well as giving thought to the general philosophy in the field, and the members met regularly as a seminar group. By the end of October, 1938, five hundred copies of the report which came out of the Workshop sessions were made available in mimeograped form. Consultation conferences were held in a number of cities, the report was evaluated, and specific suggestions for revision were given. At the 1939 Northwest Workshop at Reed College the first report was revised. The result is a thoughtful and thought-provoking report which should be exceedingly valuable in rebuilding physical education programs and providing material for conferences and study groups. The relationship of physical education to recreation is discussed, and the importance of training for the use of leisure emphasized. Coordination of the recreation activities of the school and community is urged, and it is recommended that in each school the person best suited for the responsibility be selected to serve as coordinator of the recreational activities of the school.

Recreation workers as well as physical educators will find much of interest in this report and in the carefully selected bibliographies presented.

Adventures in Camping.

Edited by the Camp Committee of the National Federation of Settlements, Inc., 147 Avenue B, New York. $.50.

This booklet is a collection of twelve well written articles on camping today. A list of the titles indicates the pertinent nature of the material discussed. "New Trends in Camping," "Caddy Camps," "Co-educational Camping," "Family Cottages," "Staff Recruiting and Training," "Notes on Training," "Pioneer Camping," "Nature Programs," "Camp Crafts," "Dramatics in Camp," "Camp Music," "Hosteling and Gallivanting." While *Adventures in Camping* will have special significance for settlement camp workers, it should be read by all who are interested in camping. All of the articles are written in a practical, understandable manner and in addition several of them have good bibliographies.

The Summer Camp Guide.

Porter Sargent, 11 Beacon Street, Boston, Massachusetts. $.25.

This guide, now in its fifth annual edition, is designed to help prospective campers, their parents, teachers and advisers in making a more discriminating choice of summer camps. Four hundred camps are listed in this book and information is given about a number of them.

From Porter Sargent may also be secured a practical booklet entitled *Where to Buy Everything for Summer Camps,* which contains a selected list of firms specializing in supplying and serving summer camps (free). There is also available *A Brief School Guide,* listing boarding schools, day and country day schools, junior colleges, and schools for specialized training. Price 25 cents.

Safety Education Methods—Elementary School.

Education Division, National Safety Council, Inc., 20 North Wacker Drive, Chicago. $.50.

This booklet has been prepared primarily for the use of elementary teachers who want to teach safety but are at a loss to know how to go about it. Suggestions are offered for teaching in primary, intermediate, and upper grades, and many projects are offered. Information is presented on such activities as junior safety councils, their organization and programs; the school safety patrol; and bicycle clubs and miscellaneous clubs. A standard student accident reporting system is outlined.

Historic Quilts.

By Florence Peto. The American Historical Company, Inc., New York. $3.50.

Not a technical study, this volume, but quilts come to life through old letters, diaries, and traditions. Out of it all the author, widely known as lecturer and writer on the subject, has woven the romance of the quilt. She is concerned only slightly with the "how" of the needlework, but compellingly interested in the who, where, when, why, and other circumstances woven stitch by stitch into the family heirlooms whose history she has traced. The resulting story is a contribution to American folk lore as well as folk art.

Official Rules of Softball 1940.

Spalding's Athletic Library, No. 412. $.35.

C. E. Brewer, Commissioner of Recreation in Detroit, is chairman of the committee in charge of the revision of softball rules, and Arthur T. Noren, secretary-treasurer of the committee and Director of Recreation in Elizabeth, N. J., is editor of the Guide. A number of changes have been incorporated in the rules. The Guide contains a number of articles on techniques, and on explanations and interpretations of the rules, a suggested form of constitution and by-laws for an amateur softball league, information on conducting tournaments, and data on developments throughout the country.

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Our America

AMERICA MUST resolutely prepare for defense. The kind of America we are is most important now. We must be an America that is worth giving all for.

An America that is good for a few will not do. "This country will not be very good for any of us unless it is good for all of us."

America has been a land of dreams. Now the frontiers are gone. Physical borders hem our youth in. Dreams cannot now be of the West. Even Alaska and the North are fairly limited.

Other frontiers there are and continue to be—frontiers worth dreaming about — frontiers of living, of freedom of the spirit, of the pursuit of happiness.

More important than money in the pursuit of happiness is a measure of leadership of the right kind. Such leadership needs to be very wise. It should be the kind that frees one, that makes it easier to do what one deeply wishes to do. It ought not to be a leadership that restricts, that makes it harder to remain oneself.

Much of this leadership is volunteer, cooperative, but money is necessary for freeing the naturally gifted few who care for the arts of living, who like to see men deeply satisfied, who belong to this pioneer frontier field.

If we keep daily living free, rich, challenging, adventurous, deep, satisfying — then no matter how many years come and go men cannot willingly let go of life because they cannot imagine another world they would rather live in. Fill man's world with satisfying activity, with comradeship, cooperation, with chances to be one's best, deepest self, to realize oneself, to share the activities one cares most about with others—then we have a world worth fighting for, worth living for.

Now is the accepted, necessary, vital time for making life in America most meaningful.

I grant you that recreation is a poor word for all this. Recreation centers are life centers, are centers for comradeship, centers for cooperation, centers which help men to find themselves and to come to know God.

Many men are not gifted in using the words of religion. Yet they do come out of the recreation center with a warm feeling of human brotherhood and a measure of consciousness that all their comrades are children of a common God who is like unto a Father.

What many have sought to find in fascism, nazism, communism, and will never find there in the end, they do find in part in the brotherhood of sharing their music, art, drama, sports, crafts, poetry, books — what they care most for. In the recreation movement men share their living without losing their individual freedom, without losing their capacity to choose what they want to do.

It is dull that we are when we face living itself. We hesitate to provide the comparatively small leadership required. Making living itself richer and more fruitful seems so simple and so easy. If it were only more difficult and more complicated and involved a ritual hard to understand!

It is not hard to think bombers, submarines, destroyers, battleships, tanks. It is harder to think what are the ramparts we defend, what is contained in America's so green valleys. In time of defense it is particularly important to keep alive the central life itself which we defend.

So much of frustration, irritation, inner rebellion, disloyalty is due to the simple fact that we the people do not eternally remember that satisfying living is just as essential to a man as eating, drinking, breathing, and can no more be neglected without paying some form of penalty.

It was early in our history that we recorded our declaration as to the inalienable right to the pursuit of happiness. Much of America is built around this idea. Such a country is worth defending to the uttermost.

SEPTEMBER 1940

Howard Braucher

YOUNG AMERICA AT PLAY LAST SUMMER

Courtesy Cincinnati Public Recreation Commission

Life needs make definite demands on Education. There is the need for adventure and for novel experiences; for recognition and social status. How are the schools meeting these varied needs and demands?

By V. K. BROWN
Director of Recreation
Chicago Park District

The School Curriculum and Life Needs

WHO KNOWS all the needs of life? Who can say which are most important among these needs?

The Chicago Park District is at least one of the best equipped recreation departments in existence, offering services to a participant attendance of over fifty million per year, besides uncounted casual strollers in our more than 130 parks. We operate close to one hundred buildings, some of which cost a half million dollars. Broadly speaking, the people come to these parks to escape the monotony of work-a-day existence. Apparently, they desire thrill and adventure, introduction of challenge into life's humdrum, novel experiences, kindred-spirited companionship, social status and recognition. They pursue sustained and sustaining interests, to lend life meaning and enthusiasm. They desire the sense of mastery, the joy of richer and more fruitful living, creative accomplishment, drama, color, poetry, movement, melody. They want secular life to have spiritual significance, to be gaily gallant, to have dignity, but with a sense of humor, lest its dignity be too solemn.

We have a peculiar opportunity to observe these people when they are most unstudied, least posed, most spontaneous, when they are relaxed, and doing the things they choose to do. They are absorbed in the exciting pursuit of the objects of their enthusiasms, but are still responding significantly to the codes of social conduct to which they are pledged, sharing their skills with their neighbors, joining neighborhood associations, working for neighborhood improvement with sportsmanship and sociability. Such unstudied responses indicate hungers which interpret essential needs of life.

We are now ready to discuss the subject of the School Curriculum and Life Needs. We should have learned something about what people want out of life. Their gropings do have significance. There are *life needs* which remain unsatisfied. Those needs make definite demands upon Education.

The first life need we will discuss is the need of better integrating an emotional with our intellectual culture. We think humanity still suffers from a sort of secular-spiritual Beri-beri. Beri-beri, as you know, being a disease caused by unbalanced diet, when the life germ has been removed from the diet. We believe that subsisting exclusively on an intellectual diet, divested of the life germ of emotional content, contributes to a loss in emotional discipline and cultivation. Stephen Leacock, in his "Too Much College" says, "All that is best in education can only be acquired by spontaneous interest."

The extracts presented here were taken from an address delivered by Mr. Brown before a group of educators at the University of Kansas on April the sixth.

My youngest son attends a school that has been testing pupils to determine how much detail they are getting out of their reading assignments. He had the flu lately, and was to be alone in the house all day, so wanted something to read. That evening he had almost finished reading the book. He said, "It's a fine book, Dad, all but one chapter. It's the chapter we had in school, in reading assignment, and I hate that so that it almost spoiled the book for me!" If the school had made a game of close observation in reading, do you think the result would have been the same? His school made a contest of spelling, and he won the school's spelling bee. He puts more of himself into observation of detail in spelling, as a sport, than into observation of detail in reading as a study.

The President of the University of Chicago says that the purpose of education is to train students to think, but is that the whole story? It also has to provide experience integrating thinking with action. Do children run adventuring to school as they do to a playground which operates as a really exploratory center? I admit that many a playground is no more vital than the tombs of the Pharaohs, and many a school as electric with power as a crackling dynamo. When either brings people to it with eagerness, it is issuing a call to the emotions. The emotions can be consciously guided and disciplined. The planning of emotional experience for the sake of developing emotional controls has been started by the forces of education, but it is still embryonic.

The art of propaganda makes cunning use of a weakness in our defenses which education has too long tolerated. We seem content in our educational system to let the emotions remain undisciplined. That remains the most damning indictment of our education, and the source of our greatest danger.

We have been forced to give this subject attention in public recreation. Since there are no compulsory attendance laws, we either attract or we don't get patrons. We have to make participation adventurous, emotionally appealing.

I doubt that people fundamentally want life to be too easy. They don't object to difficulty, so long as it interprets itself as challenge rather than as drudgery.

I don't know why we should feel that we must leave adventure behind to be scientific. Physical education solemnly tried to be scientific and presently found itself dead. It began interpreting activity not in measurements, but in sensations. Posture came alive only when it was interpreted in terms of beauty. Physical education took to itself vital emotional motivations, and came to life again.

Let's look at this from another angle, that of transfer of training. James Mursell observes that the lack of transfer is a reproach to teaching. It may be even an indictment of the degree of emotional involvement. The competitive spirit—what we call the heart of the athlete—is something an athlete brings with him out of his past life experience. It is a capacity for living intensely, and it isn't restricted solely to the area in which it has been developed. It transfers; there's no doubt of it. But equally there's no doubt that it is an emotional hook-up.

Near the end of the final game in a senior basketball league, the score stood at one point from a tie. A forward stood under his goal ready to throw the basket that would put his team in the lead again. There were no opposing players near at hand. Just then an opposing player, coming fast, stumbled to crash against a wall nearby, and fell. The forward called time instead of shooting, and ran to the aid of his injured opponent. The crowd went into a frenzy of approval, and the event is still talked of. Wasn't that transfer? His sporting conscience broke through both these chemico-physical and counter-emotional barriers to lay an arresting hand upon his actions. The crowd reaction was even more significant. They were carried along to be participant also in the player's gesture of self denial. Wasn't the significant vitalizing factor in both player and spectator the emotional intensity which was involved?

Let me summarize. We need better integrating of all the forces in the individual. That is one of the most fundamental of our life needs. The present curriculum still fails to get in full measure such integration. To bring the curriculum into relation to life needs seems to require a further transfusion of the life element into the study program. It implies vitalizing that program.

Other life needs come to mind, such as the consciousness of selfhood, self respect, confidence, and a social consciousness. The curriculum pretty generally passes by on the other side.

I want you to think about other life needs. People need inter-acquaintance, friendlier understanding in this troubled world. We need humor and relaxing. We need refinement. We need to interpret democracy as an attitude, not an act. We adults might set a pattern of example in law ob-

serving instead of bewailing juvenile delinquency. We simply can't get away with expecting the child to be the only law abiding member of society. We need to get the flesh and blood of life itself into more of our studies preparing for life. These are just a few life needs.

There is another problem. The millions who throng our parks seek adventurous variety in novel experiences. Our leaders need to be inventive. Plenty of us can teach the old stuff, but few seem able to think up new devices.

Surely, there is more satisfaction in creating than in repeating. In my home my daughter had a doll rejoicing in the name of Susy Polly; she was a rag, without bone or hank of hair. My father bought her a marvelous doll, beautiful to behold. For a day or two the newcomer held sway, but then Susy Polly resumed her reign. Possibly the perfect doll was too perfect, leaving nothing to the imagination.

In our toy play centers we provide no dominant directing leadership. The law of the jungle is not permitted to prevail; there is that much of supervision. But we permit the children to evolve their own patterns of activity; we are watching to see what life itself does to them, without either parental or pedagogical interference. Our toys lend themselves to constructive uses. They are not too complicated; they are not stubborn in resisting adaptation to new purposes. We have no destructiveness at all, and incidentally, no theft. We find that children have a universal vividness of creative imagination, and all possess the creative faculty.

If the creative faculty is so universal in children, and so rare in our mature leaders, where was it lost along the line? How can we keep learning exact and still preserve a vivid individualism? There has been improvement, but there yet remains a vast amount of improvement to be accomplished before education can establish itself as an exercise effectively developing original inventiveness.

My whole department's in-service training institute this year was taken over by Northwestern University. All are attending one course which attempts to combine Psychology, Sociology, and Education. We were subject to a true or false examination. The results convinced us that that form of testing in other than purely factual studies closes the door upon possibility of cultivating any original thinking whatsoever, for a premium is placed on stupid memorizing, and a penalty attached to the forming of independent judgments.

It seems to me that education ought to do more than it is doing in my daughter's case. In her senior year at college, she wanted this year to write her honor thesis on the subject of the philosophy of our current youth movements. She was vastly interested in the attitude toward life of the youth with whom she came in contact abroad. Her thinking has been termed mature. Her proposed inquiry was in the field of ethics, as youth movements interpret and apply ethics to their own problems. But the philosophy department refuses to permit her to think originally in a new field of philosophical exploration because no one has yet done so. There are no authorities to be quoted.

The world needs new but sound and trustworthy thinking in which there is a vital, a living interest. We can't expect much of courageous intellectual independence unless the academic world is generally concerned with intellectual pioneering. I trust it is.

Those of us whose years are past the peak realize that we have lived in the most interesting single life span the world has yet seen. The probability is that the rising generation will see much more happen than we have. It starts where integration is implicit in the needs of every day, integration of our knowledge and discovery into the satisfying life, into a synthesized composite of our intellectual with our spiritual forces. This generation starts when an outworn economic statesmanship has brought the world to an unholy mess which nothing short of a new type of spiritual and cultural statesmanship would appear able to redeem. It starts when religious faiths in the adequacy of personal and individual salvation are being rudely shaken. Our prayers are a social, not an individual, plea. We see a changing spiritual horizon.

This generation starts at the time when democracy has been revealed not as a thing accomplished, but as a thing prophetic. Education must prepare them to think originally, vitally, and with a spiritual understanding and intensity, or it fails us. The new generation faces conditions undreamed of in the past. It will be necessary to create their own adaptations to a changed, and still continuously changing world. The thinking of the past will not save us now. Somehow we must find fresh inspiration to face the new day. Education confronts again the challenge to which it has never in the past successfully responded.

(Continued on page 397)

Some Noon Hour Recreation Programs

School officials, from the principals of small consolidated schools to the faculty of large city high schools, are becoming increasingly concerned with the problem of providing noon hour recreation for the student body. What facilities may be used effectively? What shall the program be? How may leadership be arranged? Many problems are being presented. We report here on two successful experiments in the field.

Noon Hour Co-Educational Recreation

By DUDLEY ASHTON
Theodore Ahrens Trade High School
Louisville, Kentucky

DURING THE SCHOOL YEAR 1938-39, the faculty of the Theodore Ahrens Trade High School was faced with an urgent and difficult noon hour problem. The school is co-educational on the senior high school level. Of the 1,200 students enrolled, 850 to 900 were housed in the building presenting this problem. The school is located in the central business district where land values are high and ground is at a premium. Due to the generosity of a Louisville citizen and to PWA assistance, an addition to the main building was being erected on the site of our former playground. This left us with the problem of having hundreds of boys and girls at school all day whose recreational needs had to be accommodated during two noon hours of thirty minutes each. Since classes were in session at the time of both noon hours, it was decided that the only spaces available for use were the cafeteria and gymnasium, and the corridors adjacent to these.

The physical plan of the building is such that this plan proved feasible. Our cafeteria is located one floor below the gymnasium, the two spaces forming a unit to themselves. The gymnasium is equipped with a large balcony seating 250 people comfortably. Moreover, the gymnasium floor itself is approximately thirty-eight by seventy feet.

Since our student body was composed of both boys and girls, an experiment in co-educational recreation seemed the best solution. We decided to use the balcony for spectators on days when scheduled games were being played. Plans for the entire year were made and submitted to the principal and to the supervisor of physical education for approval. All activities were taught to the girls during the regular physical education class periods. The boys were given instruction during the noon hour in the time which elapsed between the closing of one tournament and the necessary organization for the next one. As soon as the boys were skilled in each activity, the girls joined them and tournament entries were opened. Throughout the entire year, all participation was voluntary, including the help of officials needed for all tournaments.

When the yearly plan was evolved, it included six tournaments lasting from five to six weeks each. Many of the games were of a net type. Tournaments in aerial tennis, five man tenikoit, basket endball (this was the only activity in which boys and girls played as separate units), volleyball, floor bowling, and paddle tennis were sponsored. These tournaments were played Monday through Thursday of each week, with an audience in the balcony. On Friday, mixed social dancing, with a student accompanist and faculty supervision, was the scheduled activity. There were no spectators on this day. So many boys expressed a desire to learn social dancing that classes were organized for them on alternate Fridays. Participation in social dancing increased after this need was cared for.

Co-educational recreation has become the order of the day but the practical details of its administration are

Mr. Ashton, in telling of his interesting experiment in the September 1939 issue of the *Journal of Health and Physical Education,* points out that no member of any faculty, working alone, could accomplish the desired results. The success of this project, he states, was due to the support of the principal and the entire faculty, and to the "spirit of helpfulness and eagerness to enter all doors of opportunity present in the hearts and minds of our students."

still vague. It is with the hope that this experiment may prove helpful to others who are planning to embark upon this adventure that the above information and the ensuing details are given.

There are many minor problems involved in the major problem of co-educational recreation. We found our situation no exception to this rule. One of our first problems was that of teaching the art of fine spectatorship. Our student body had attended community games in basketball, softball, and other sports and had acquired by imitation the knack of derisive disapproval for the "duds" and equally embarrassing vocal approval for the stars. During the early weeks of our experiment we worked every day on the problem of locating the leaders and of educating them in the ethics of becoming fine spectators. The faculty cooperated by discussing the spectator plan for noon hour with the students during the morning assembly period. Gradually we found that the situation improved until, by the end of the first semester, we had practically no problem from this source.

Another problem that rose shortly after the tournaments began was that of time for lunch. We found that if tournaments were scheduled for the beginning of noon hour, interest in the play was so high that a number of students would watch instead of eating. To offset this difficulty, we scheduled all tournaments for the second half of each noon hour. During the first half, free play in each activity was offered for those students who ran part-time schedules and who left the building shortly after noon.

It was necessary that all students be appraised of their time for tournament play. To that end, large charts made by the commercial art department were posted in the gymnasium. Scores were recorded daily and dates for succeeding play assigned on the charts. Double play by means of consolation and championship tournaments was offered in aerial tennis, five man tenikoit, volleyball, and paddle tennis. In basket endball, each team played every other team with tied scores resulting in an extra game. A qualifying round was used in bowling with a second round for all teams qualifying. The winning team was determined by cumulative score. Use of these charts necessitated teaching the reading of three types of tournament play. This was an educational factor in itself. All tournaments played to final winners for each noon hour with the winners playing for the championship of the school.

About the first week of the experiment we realized that we must use student officials. Volunteer officials were constantly at hand, but we were faced with the problem of providing score sheets that would be impossible to misinterpret and which would be easy to use. In bowling we used standard type sheets, but we bowled only five frames. In basket endball, high team score won. This was not difficult to handle as the students were familiar with the official duties of this game. In paddle tennis, the points to be gained were written in parallel columns, one side for each team.

Similar sheets, but with details changed, were used for aerial tennis, five man tenikoit, and volleyball. These score sheets were mimeographed in our commercial department.

With the exception of paddle tennis, all equipment was furnished out of our physical education supplies. We used sponge rubber balls, and paddles made by our cabinet-making department according to the official guide.

There were a number of students who enjoyed the quiet of the cafeteria after lunch. For their benefit table games were on hand. Checkers and Chinese checkers proved the most popular, with anagrams running a close third.

Publicity as to high points in tournament play was given to the student body in the student newspaper. Finalists were always given an article. The only other publicity accorded the experiment was a finals match in aerial tennis played one night at Open House. The purpose and plan of our noon hour was explained to the parents present on this occasion.

Did the students enjoy it? The total number of individual participants for the year was 501 out of a possible eight hundred. The total number participating in all activities for the year was 1256. Of course, this number includes the faithful who participate in every activity throughout the year, but the 501 is an actual count of individual activity.

What did we gain educationally? In order for this to be a success it was necessary for every department in the school to cooperate both in comments to the student body, assistance with needed materials and equipment, and in upholding the standards and morale of the undertaking. For the students, it meant, first, joy; second, ease in playing together before an audience, and acquisition of skills and participation in activities that could be used in afterschool life. Many girls realized, for the first time, that they must stick and play to the end to be successful. The boys became more

aware of the courtesies of the game. These students knew, by the end of the year, the importance of fair and accurate officiating. They knew all the problems of checking and taking care of equipment because they did all of this. They knew that work is necessary for play because they helped make all arrangements and they had the grand experience of wholesome recreation with the opposite sex under supervised conditions. No one member of any faculty could bring this to pass. The writer of this article wishes to state that the success of this experiment was due to the support of the principal and the entire faculty, and to the spirit of helpfulness and eagerness to enter all doors of opportunity present in the hearts and minds of our students.

In a Consolidated School

WHAT KIND of noon hour recreation can be provided for pupils of small consolidated schools? One superintendent, faced with the problem of entertainment for two hundred and fifty students of all ages during lunch hour, found an answer which may be helpful to other school officials.

The age distribution of the pupils concerned in this experiment is shown by the school enrollment: 200 pupils in the first to eighth grades, and 119 high school students. A large percentage stayed for lunch. Various combinations of athletics and music were tried, but there were always many students who didn't participate. Finally, deciding on a schedule of planned recreation, the superintendent appointed teachers to sponsor different activities instead of acting as policemen in conserving property and preserving order. These teachers worked out a plan of lunching in relays in order to supervise the activities.

The schedule included a noon study hall from 12:10 to 12:50, and all those students failing courses were required to stay in two days a week for each course. Those doing unsatisfactory work were asked to remain in study hall once a week. As a result, some students stayed in noon study hall because they wanted to, more took advantage of other study periods; and finally, the general level of work was higher.

The athletic program featured sports for senior high school boys under the direction of the coach. Corecreational games, in charge of the junior high school coach, were badminton, deck tennis, kittenball, horseshoes. The amount of loafing about the building decreased considerably. Although it seemed unusual for a school budget to include tinker toys, erector sets, dolls, and children's games, such games and toys were placed in home rooms for the younger children. By indulging in these constructive pastimes, the children were much quieter and furniture damage and quarrels were virtually eliminated.

Musical interests were served by the junior and senior band and a harmonica band. The fifteen members of the junior or beginning band met three noon hours a week, while the thirty-five or forty members of the senior band practiced two days weekly. The harmonica band attracted many students who were unable to join the regular band because their families were too poor to buy expensive instruments. The English-Music teacher was in charge of the third, fourth, and fifth grade boys and girls who gathered twice a week to learn to play the harmonica. There were twenty interested at the beginning, but on the day the twenty-five-cent harmonicas arrived, the enrollment jumped to thirty-two. The children were able to play selections at the end of six weeks.

For twenty senior high school students of dramatic bent, a play production group was formed. After a background has been built up by lectures, the members of the group will produce one-act plays.

Finally, for senior high school girls, the home economics teacher started handicraft work. The least popular during the spring and fall, this activity is expected to gain more popularity when the weather becomes too cold for students to go outdoors.

At the time of the superintendent's report, the program had functioned for only eight weeks, but the faculty members feel that the old plan of one or two activities is far inferior. Teachers are obliged to bring their lunch or stay an extra hour, but they all acclaim the worth of the plan. Students admit that although this way is harder work, they learn more and have more fun.

Noon hour programs naturally differ in various schools because of the interest of the pupils and the facilities avail-

This statement is based on material supplied by W. D. Jefferson, Superintendent of Schools, Dunkerton, Iowa, which appeared in *Schools in Small Communities,* the Seventeenth Yearbook of the American Association of School Administrators.

able, but all of them should be directed toward a continued program for leisure education. Pupil interests that are discovered by the instructor should be referred back to the home room adviser, physical education or shop teacher, librarian, or any other individual who has a part in developing the interests of the boy or girl. The result will be a happy group of boys and girls doing the things they have chosen to do.

At Norfolk, Virginia, according to a statement in the September issue of *The Nation's Schools* by Kirk Montague, Director of the Physical Education Department, a noon hour recess period is set aside after lunch for organized play activities of a non-strenuous nature.

At the outset of the program the physical education teacher arranges a schedule and announces the rules for games, their duration, the officials and the awards. After a short organization period the program is handled by the pupils. The principal appoints a member of the faculty to act as adviser to the pupils participating in the program and to supervise directly the playing of the first week's schedule.

A skeleton set of rules is followed in all contests. The more complicated points in the games are eliminated as far as possible. The fifth, sixth, seventh, and eighth grades play volleyball, softball, newcomb, rubber heel toss, O'Leary, end ball, hop scotch, shuffleboard, and bat ball.

As awards two banners have been provided for each grade by the local Parent-Teacher Association. These are awarded to the winning group of boys and girls after each six week period. This banner is hung in the classroom of the winning team for six weeks.

Frequently, Mr. Montague points out, there are difficulties involved in obtaining suitable officials for a noon recess recreation program. In securing the necessary leadership two plans may be followed: (1) A large number of boys and girls may be trained in proper methods of officiating and of play leadership, or (2) physical education squad leaders may be called on to officiate.

NOTE: In connection with the subject of noon hour recreation, may we remind our readers of the September and October issues of RECREATION which were devoted to a discussion of co-recreation. A number of the experiences recorded in these two issues should have much to offer school officials planning a program of noon hour recreation.

Courtesy National Youth Administration

A New School and Community Center

By MAURICE J. O'LEARY
Director of Health and Physical Education
Rochester Board of Education

ON THE AFTERNOON of September 9, 1939, the Spaulding High School was dedicated in the city of Rochester, New Hampshire. This event marked the day on which this New England community of 10,000 people not only received a fine six-year high school but came into possession of a plant that will eventually become the center about which the recreational life of the city will revolve. Although the primary thought in the planning and designing of the building was to provide the pupils of this city with the type of education necessary to fit them for life, one of the main underlying thoughts was to furnish facilities that might also serve the adult population.

The Facilities

In order to provide suitable programs for child education and adult recreation, the building committee decided that the plant should have the following facilities: Thirty-four rooms housing classrooms, laboratories and shops; a gymnasium with two basketball courts; boys' and girls' visiting team rooms; a health clinic; a cafeteria; an auditorium; a library; a music room with stage; and an athletic field containing a quarter mile track, football field, baseball field, girls' field, general play field, two tennis courts, a handball court, and practice football and baseball fields.

It was decided that since the gymnasium, auditorium, and music room would be used the most by the public, they should be located so that it would be possible to shut them off from the rest of the building.

Community Use of Facilities

Gymnasium and Visiting Team Rooms. The most logical place to start an adult program seemed to be in the Department of Health and Physical Education. On the principle that these facilities should be available to the public except when needed for the school program, it was decided to offer an adult program three nights a week. It is hard to justify educationally the expense of installing boys' and girls' visiting team rooms since the philosophical trend of today is toward having competitors fraternize in the same locker and shower rooms. In our case the rooms should be designated as community rooms since they are used more by the adults of the city than by visitors. The main object in including these rooms in the physical education wing was to provide locker and shower facilities separate from those used in the school program. These facilities, along with the gymnasium, are used twice a week by men and once a week by women.

The program of recreation for adults is planned and administered by the Department of Health and Education, whose workers are in charge of the activities. The School Department equipment is used, but to help defray expenses of heat, light and leadership, a fee of twenty-five cents per night is charged those attending the community recreation classes. This fee, which is paid only when the participant attends, entitles him to all privileges, including locker, shower, soap and towel.

In addition to this program the gymnasium is used for community parties. This fall, seven hundred people played bridge and whist at one party for the benefit of the Hospital Aid Association, and at Christmas time a large number of underprivileged children attended a Christmas tree party in the gymnasium. At such affairs as these the so-called visiting team rooms are used as check rooms.

The Cafeteria. This room, with a seating capacity of 225, is equipped with a modern up-to-date kitchen and provides an excellent place for large organization meetings. An effort is made not to compete with local restaurants but to cater only to groups that cannot be handled otherwise. Thus far this year the cafeteria has been used for such events as a district Boy Scout banquet and rally, a dinner for

Spaulding High School in Rochester, New Hampshire, named for the late Leon C. Spaulding, was made possible through a gift of approximately $528,000 from the Spaulding families—Mr. and Mrs. Huntley Spaulding, Mr. and Mrs. Rolland Spaulding, Mrs. Marion Spaulding Potter, and Mrs. Leon C. Spaulding; a grant from WPA amounting to forty-five per cent of the cost of the project, and an appropriation of $40,000 from the city of Rochester. The cost of the entire plant was close to $1,000,000.

underprivileged children, and an organization dinner for a hospital fund drive.

By the use of folding doors the kitchen and dishwashing facilities may be closed off from the dining room so that there is no noise or commotion to interfere with after-dinner speakers.

The Auditorium. Rochester, like other cities of its size, contains a group of citizens who are interested in listening to outstanding lectures and musical programs. In past years they have had to go elsewhere to find this type of recreation. Now, however, our beautiful auditorium with its excellent acoustics fills this long-felt need, and up to the present time three outstanding programs have been presented. The enthusiastic support given the musical and lecture programs offered indicates that there will be a demand for future programs of this type. The programs were sponsored by civic organizations who paid a fixed charge for the use of the hall.

When this section of the building is in use, steel gates are closed in the hallways bordering the auditorium so that the remainder of the building will not be used.

The Music Room. This room and the gymnasium are the two most extensively used spaces in the whole plant, both being busy practically every night in the week. Every afternoon, at the close of school, one of the Girl Scout troops holds a meeting here. At night the music room is taken over by a community orchestra, a city men's choral group, and a county choral organization of mixed voices.

Future Use of Facilities

Since the first year in this new plant has been one of experimentation, one must look to the future to visualize the great benefits it will bring to this typical American community. Our enthusiasm, during this period, has been subjected to rigid control in order that we might not undertake a program which would prove over-ambitious. The success of the program to date warrants a look into the future.

The groups now using the gymnasium should form an excellent nucleus for starting an evening program on our outdoor athletic facilities. It is not hard to visualize our fields teeming with men and women during the spring and fall engaged in tennis, softball, handball, archery, shuffleboard, badminton, and horseshoes. Under proper guidance this program has unlimited possibilities.

In looking to the future, adult education with its vast contributions to the intellectual and social life of the city, shares a large part of the picture. The ideal place to start this program would seem to be the rooms provided for special vocational subjects. There are a great number of men who would appreciate using our well-equipped machine, electrical, automotive, and wood working shops under competent instruction.

The Domestic Arts Department, with its cooking and sewing laboratories and its model suite, could offer a program in cooking, sewing, and homemaking adaptable to women of all ages.

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The site on which Rochester's beautiful new school is built covers thirty-three and a third acres. The athletic field alone contains twenty-five acres.

A Frolic for Teachers

By JANE DARLAND
Health Education Director
Young Women's Christian Association
San Antonio, Texas

We have all heard that there is nothing new under the sun, and frequently recreation workers wonder whether this is not particularly true of co-recreational programs. But in San Antonio, Texas, the Teachers' Council and the Young Women's Christian Association have worked out a plan which has some novel features.

IT OFTEN happens that school teachers become so involved in the multitudinous affairs that plans for their own recreation are pushed into that great limbo of "when I have more time." Realizing that teachers need recreation and physical activity as much as shop girls, factory workers, and tired business men, the Teachers' Council appointed a committee to "do something about it." This committee of five teachers, four women and one man, met with the health education director of the Y.W.C.A. to plan a recreation time for teachers. The Council approved the plan; the teachers voted favorably for its adoption and began to look up suitable play clothes.

Wednesdays from 3:30 until 11:00 P. M. was chosen for the time. It was to be "ladies only" from 3:30 until 7, then men teachers, husbands, and escorts were invited to enter all activities. A schedule giving time, events, and all necessary information was mimeographed and sent to each teacher. School officials were cooperative in "calling off" Wednesday after-school meetings; all costs were paid by the Council for a period of fourteen weeks, and all the teachers had to do was to manage to get to the Y.

From 3:30 until 8 there were badminton, darts, and table tennis in the gym, shuffleboard in the hall, and swimming in the pool. At 4 o'clock and at 7:15 came gym classes in the large, attractive club room, with piano accompaniment to exercises designed especially for teachers' needs, and featuring relaxation, reducing, and posture. Part of the class period of forty-five minutes was given to the discussion of diet, special exercises, and health problems. At the same time, beginners' swimming classes were held in the pool.

At 8:00 P. M. there was country dancing in the gym, when teachers, husbands, wives, and escorts learned to do the graceful rye waltz, to polka, to schottische, to do that Texas favorite "put your little foot," to romp through the Virginia Reel. A group always gathered around the piano to obtain reference material — the names and publishers of music; books on dancing; names of suitable victrola records, so that they could use these dances in their daily teaching. They were not only having a good time; they were learning things that would be of value in their work.

All classes were taught and all game leading done by the two members of the Y.W.C.A. health education staff. Members of the Teachers' Committee took turns acting as hostesses, one serving from 3:30 until 7; the other from 7 o'clock on. Their duties were to see that each teacher registered; that she learned the way to the pool, the gym, or the club room; that she had an opportunity to learn the game that she wanted to play; that she met teachers from other schools. As soon as a teacher learned a game she was enthusiastic about teaching it to someone else. No one sat around, no one had to be urged to enter into activity. They had come to play, and play they did with undignified whoops and giggles!

The first week one hundred and twenty-one adventurous souls came down to try it out; they tried everything and liked it! The next day they spread the word among their fellow teachers and the idea was established. The plan received a boost when one of the local papers, in its Sunday edition, published pictures of teachers from different schools playing table tennis and shuffleboard and taking swimming lessons. The caption was "They teach by learning to play."

The first month quiet games were set out— cards, Chinese checkers, jack straws, and others. No one went near them. The teachers wanted to bang at a badminton bird, to crawl under the ping-pong table for a ball, to "swing that lady." The table games disappeared and no one missed them.

As a "special" just before the Christmas holidays the Teachers' Committee furnished Christmas tree name tags, Christmas games were played and country dancing was enjoyed in the club

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The Recreational Life of Teachers

Some findings from a study of the recreational life and desires of teachers in the state of New Jersey

By MARGARET MOLDASCHL
Elizabeth, N. J.

THE VALUES of recreational activity in the maintenance of mental and emotional health are being increasingly recognized. Authorities agree that such activity, indulged in solely for the pleasure and satisfaction derived from it, is desirable and necessary for every human being.

Since teachers are undeniably human beings, they naturally require those satisfying recreational experiences which all human beings need. Furthermore, since the teaching profession involves certain fatiguing and disintegrating influences which constitute a definite hazard to mental health, they particularly need adequate recreational satisfactions to offset these factors. Do they have these essential satisfactions? Are they finding in their leisure hours enough opportunities for full personal expression? Have teachers sufficient time, money, and energy to insure an adequate recreational life?

It was in an attempt to contribute some information in this field that an investigation into the recreational life of teachers was initiated in the fall of 1938. Information was gathered by means of anonymous questionnaires, and supplemented by diary records. Data were obtained as to time allotments for leisure and non-leisure activities, the variety and frequency of actual leisure activities, and the details of personal information necessary to an adequate interpretation of the data. A brief description of the findings of this study follows.

Description of the Group. A total of 734 members of the teaching profession in the state of New Jersey comprised the group studied. Of these, seventy per cent were women. Sixty-nine per cent of the women and thirty-two per cent of the men were unmarried. The average age was thirty-five years. Education in excess of four years beyond high school was reported by forty-seven per cent of the individuals. Large cities were represented by fourteen per cent of the group, small cities by thirty-two per cent, towns by forty-six per cent, and rural areas by eight per cent. Supervisory or administrative positions were held by fourteen per cent of the group; the remainder were actually teaching. Thirty-nine per cent were receiving salaries between $1,500 and $2,000; almost one third were being paid $2,000 or more. Thirteen years was the average length of experience in the profession.

Time Allotments. The average length of the school day for the group was found to be 6.2 hours. The average time devoted to school work after school hours was 9.9 hours weekly, or 1.4 hours daily. Maintenance time (that time devoted to eating, sleeping, care of self, care of home, family, etc.) averaged 11.8 hours daily. School day leisure averaged 3.1 hours; Saturday leisure, 6.9 hours; and Sunday leisure, 8.3 hours.

Leisure Activities. A questionnaire check list was used to obtain information regarding leisure activities indulged in often, and once in a while. When ranked according to the number of individuals who checked any participation, whether frequent or infrequent, the following activities led the list:

1. Reading the newspaper Checked by 95%
2. Attending the movies 93
3. Listening to radio news programs.. 89
4. Auto riding for pleasure 87
5. Entertaining friends 87
6. Reading non-fiction 87
7. Writing letters 84
8. Reading fiction 82
9. Attending church 81
10. Attending professional meetings ... 81

When ranked with respect to the number of individuals who reported frequent participation, the high-ranking activities were:

1. Reading the newspaper 89%
2. Listening to radio news programs 72

In the December issue of *Recreation* there appeared an article on recreation for the public school teachers of Kansas City, Missouri. Our readers will find it interesting to compare the findings of the study made in that city of the recreational desires and needs of teachers with this report of the study made in Elizabeth as presented here by Miss Moldaschl.

3.	Reading non-fiction	Checked by 50%
4.	Attending church	47
5.	Reading fiction	45
6.	Auto riding for pleasure	44
7.	Listening to radio classical music	43
8.	Listening to radio popular music	41
9.	Swimming	41
10.	Listening to radio comedy and skits	35

Activities enjoyed by the greatest number of individuals were: reading fiction, auto riding, swimming, dancing, and legitimate theater. Activities not enjoyed, but participated in to maintain social or professional status were: professional meetings (disliked by twenty-one per cent of those individuals who reported them), extension courses, bridge, and club or lodge meetings.

Sex and age differences were apparent. Men of the group showed a wider range of frequent activities than did the women. A larger percentage of men than women reported both active and spectator sports. The activities of individuals from twenty to thirty years of age differed distinctly from those of the older individuals. This twenty to thirty year group was social and active (visiting, dancing, swimming, walking); the thirty to forty year group was serious minded (newspaper and non-fiction reading, extension course work, and professional meetings); the group over forty was civic and welfare conscious (church, civic, and welfare activities). There was evidence, with each increasing age level, of a narrowing down of the number and variety of different activities taken part in often.

Only thirty per cent of the group reported that their companions in leisure activities were for the most part other teachers; sixty-five per cent indicated that their companions were persons other than teachers; five per cent said that they were about equally divided between teachers and other persons. Although the majority of the group indicated relatively frequent association with the opposite sex in recreational life, as high as twenty-three per cent reported only very infrequent, if any, such association.

The majority of school systems represented by the teachers of this study do not provide recreational facilities for their teachers. Seventy per cent reported no facilities at all; thirty per cent reported some facilities provided by either the school system or the local Teachers' Association, but comments indicated that in a large number of these cases, the "facilities" were limited to an occasional party or picnic. There was some indication of desire for provision of recreational facilities, but in the main the tenor of expressed feeling was that there were sufficient other recreational opportunities and companions outside, which were preferred.

"Once the potentialities of recreation for personal development and satisfaction are fully recognized by the teaching profession, and imagination and initiative in trying out new ventures are brought into play, the possibilities in recreational life should prove unlimited."

In response to a question as to activities desired, but not participated in often now, 141 different activities were named. When ranked according to the number of individuals who expressed such a desire, these ten activities led the list:

1.	Travel	Named by 40%
2.	Legitimate theater	29
3.	Golf	20
4.	Dancing	18
5.	Horseback riding	17
6.	Playing a musical instrument	16
7.	Opera	14
8.	Creative writing	9
9.	Serious study	9
10.	Reading	9

The reasons most often named for not participating in these desired activities were: lack of money, lack of time, and lack of facilities.

Dissatisfaction with lack of recreational life was quite general throughout the group. Most of the complaints were that recreation was inadequate in amount because of lack of time, which, in the majority of instances was due to the pressure of outside school work. Another complaint was that those activities which were really enjoyed and desired could not be participated in because of insufficient money. A third complaint was that fatigue, directly due to the nerve-wracking character of teaching, prevented either undertaking or enjoying recreational activities. Fatigue seems to have been partly responsible, also, for the passive character of many of the high-ranking activities; repeated comments pointed out that many of these individuals were habitually too tired to attempt anything other than reading or listening to the radio.

Summary and Conclusions. Reading was by far the outstanding leisure activity of this group; all types of reading ranked high. Fiction reading ranked first among those activities reported as most enjoyed; non-fiction reading ranked first among those activities named as consuming much time.

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Play Schools for the Preschool Child

By

VERNE B. THORPE

and

JENA V. HOLLAND

Mr. Thorpe is State Director of Recreation, Mrs. Holland, Field Supervisor, Work Projects Administration of Utah under whose auspices this experiment in the development of play schools is being conducted throughout the state.

IN THE STATE OF UTAH, fifty-two units of play schools are operating for children of preschool age. These units are a part of the Community and Work Projects Administration recreation program. They had their initial beginning in the request from parents for suitable activities for smaller children. Recreational services throughout the state offered many desirable activities for individuals from "six to sixty," but few activities were available for the preschool child except story-telling, sand play, juvenile playground apparatus and some special activity features which were all more or less a part of the summer playground programs and in the main extended only over a period of nine to twelve weeks. From the recognized need for activities for boys and girls of the preschool level emerged the state-wide play schools.

Under operation procedure, W-16 of the Recreation Project of the Work Projects Administration authorization of play centers for preschool children was established. The operating procedure set up standards which formed the nucleus. The major standards were:

Play centers were to be set up for boys and girls between the ages of three to six, who were not attending either public or private institutions.

The centers were to be established in public buildings which were sanitary, well lighted and ventilated, with sufficient area to accommodate various play activities.

Drinking water and toilet facilities were to be available at the center.

The daily program was to consist of play activities, with provisions for rest periods and luncheon periods if considered desirable.

Leaders for recreation centers for the preschool child would be selected from the personnel of the Work Projects Administration files.

From this meager set of standards developed the state-wide play school system. It was set into operation by the following procedure:

The Work Projects Administration projects were combed for persons who, through academic training or practical training, might be developed into efficient leaders of the play school. The persons selected for play school leadership then began an intensive four-week training course at the State University which consisted of child psychology, mental health, recreational leadership, dancing, rhythmics, craft, games, music, health and storytelling for the preschool child. This preliminary training was only the nucleus of the training of the play school leaders. It was followed by continuous, intensive, and effective in-service training following the opening of the play school.

During the training of the leaders state newspaper publicity of the proposed preschool set-up brought many requests for play schools from public agencies from many communities throughout the state, and the organization proceeded in accordance with the requests.

Committee Organization

The organization began with a meeting of all mothers in the community who had children who would be eligible for play schools. At this initial meeting policies of the play school were discussed regarding adequate building facilities, supplies and equipment, entrance regulations, program activities and the importance of an organization for the mothers. Emphasis was placed upon the significance of the mothers' organization as the sponsoring unit and as a regular unit for study purposes. Officers of the mothers' organization were elected consisting of a president, vice-president and secretary and the following committees: Building Committee, Supply and Equipment Committee, Finance Committee, Home and School Coordination Committee and a Publicity Committee.

Through the conscientious efforts of the local Building Committee of the Mothers' Club, ninety-five per cent of play school facilities in the state were provided by school boards in elementary grade school buildings, or in junior high school buildings if the elementary schools were overcrowded. The remainder of the facilities were provided in the children's division of the new libraries throughout the state which had been built recently under the Work Projects Administration construction program and were not yet equipped for library use. In a few cases American Legion rooms and other municipally owned buildings were used, but these were so few in number that they were practically negligible. In only one community in the state was the mothers' organization obliged to raise money to pay for rental on a play school building. The members of the Building Committee of the mothers' organization got results!

The Supply and Equipment Committee was furnished with informational material from the WPA State Recreation Office regarding the selection of suitable play equipment and materials for the preschool child, and in addition to this service consultants were available from the state staff to assist them with their selections. These committees not only had the responsibility of the selection of materials such as modeling clay, educational toys, crayons, story books, toys, and paper, but were also responsible for the standard play school equipment consisting of sand boxes, aquariums, tables, chairs, library tables, easels, lockers, and outside playground equipment.

The Finance Committee assumed the responsibility of meeting the expenses of the play schools. This was done in many ways, the various plans being adopted by the entire membership of the mothers' organizations. The type of community was an important factor in determining the procedure. In the well-to-do communities, the mothers preferred contributing a dollar a month, and in addition donated many interesting things to the play school. However, wherever the mothers preferred to contribute to cover the expenses, there was a definite understanding that no child would be eliminated if his parents were unable to contribute. No such problem arose, however, under the plan followed, as one dollar per year is sufficient for play school materials and supplies once the equipment has been purchased.

In other communities the Finance Committee sponsored money raising entertainments such as bazaars, teas, variety shows. In one community arrangements were made for a special Saturday morning movie matinee showing a good children's picture. Forty dollars was raised from this project. In other communities child welfare organizations, city recreation departments, parent-teachers' associations, civic clubs, local school boards and various public agencies furnished funds for the operation of the play school. In many instances, in rural communities the fathers of the preschool children made the tables, sand boxes, easels and other play equipment according to specifications sent out from the state office.

The financing of the play school was not a difficult problem because of the unique and appropriate procedures which were used that were typically individualistic and applicable to the specific community which adopted them.

The Social Committee cooperated well with the Finance Committee in communities where money raising entertainments were the means of obtaining finance. In addition to working with the Finance Committee, the Social Committee was responsible for all socials of the parents, parents and children, and children's entertainments. Many mothers became more interested in the organization through attending the sewing bees, candy pulls, toy making hours and other socials which were planned by the Social Committee.

The Home and School Coordination Committee was one whose functions were of paramount importance, as home and school cooperation is indispensable in the play school program. The responsibilities of the Home and School Coordination Committee consisted of the planning and development of study conferences which were scheduled regularly once a month. The committee was responsible for scheduling the dates, places of meetings, topics and selecting group leaders. Specialists in the field of child development were often used as discussion leaders and such topics were discussed as: Wise Selections of Toys for the Preschool Child; Habit Training in Play; Guiding Emotional Development in Play Situations. The Home and School Coordination Committee influenced parents to visit the play school at least twice each month to see their children in play situations under leadership. The committee was responsible for having the mother of each child attending play school attend every study session and visit the play school at least twice each month.

The Publicity Committee kept the community informed of play school developments, of study conferences which were open to the public, of socials, and of changes in policies of the school.

All committees consisted of a chairman and two members, except the Finance Committee and Home and School Coordination Committee each of which had a chairman and three committee members. All committees functioned through the entire year. This organization made it possible to use every mother in each play school unit.

With this local organization functioning effectively there was little need for state recreation officials to spend much time in the community, except when called in to approve various developments. Consequently organization of play schools throughout the state developed at an amazingly rapid progress, and as a result fifty-two units were established in the period of a few weeks.

The Program

At the outset it was evident that the limited number of trained leaders could not handle adequately the number of preschool children whose parents wished to send them to the play schools. In order to have a play school which would be conducive to good wholesome personality development and would have proper facilities and leadership, a state ruling was made which allowed the twenty children nearest school age in the community to attend each unit of the play school. The regular attendance of twenty children was maintained by a state-wide regulation which stated that if a child was absent more than three days in succession without an excuse, he would be replaced by a child who was next in line on the waiting list. Whenever a child moved from the community or, for any other reason was replaced by another child, both the new child and his mother became members of the play school.

One play school leader conducted two units of play school each day. The units were set up from 9:00 A. M. to 12:00, and from 1:30 P. M. to 4:00 P. M. In some communities the opening and the closing time was adjusted to meet school bus schedules or to coincide with the public school hours so that the small children could accompany their elder brothers and sisters to and from play school. But in all instances the centers throughout the state operated not less than two and one-half hours per session.

The activities carried on at the play school are most intriguing to the preschool child. Before the child can participate in the activities he is given a daily health inspection by the play school leader before entering group activities. Play school

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Courtesy Journal of Health and Physical Education

Preparation for Recreational Leadership

When an educational institution subscribes to the belief that experience is the best teacher

By PERCY O. CLAPP
Associate Professor
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Colorado State College of Education

HAVE YOU, as a faculty member, ever been asked to help conduct a party for a group of junior or senior high school students? Well, if not a party, perhaps you assisted with the entertainment at a social hour, an evening meeting of the parent-teachers association, or just a get-together of the faculty. If you have been called upon for this type of extra-teaching duty, the perplexing problem of how to make the event enjoyable for all has arisen.

Do you ever sit with your head in your hands pondering what to do with the students during the noon hour? How do you provide wholesome activity for the rural students awaiting the arrival of the bus after school has been dismissed? Have you been asked to act as an adviser for a group interested in organizing a club? Would you like to extend the services of the school to include rich and varied recreational activities for the entire community? Are you planning a summer playground? What will constitute the activities on the all school picnic?

These are some of the problems dealt with in the course in recreational leadership at Colorado State College of Education. Obviously the fundamental objective is training for recreational leadership. A second objective is to discover means of providing the facilities necessary for a functional recreation program. In so far as it is expedient, the emphasis is upon activity, since we hold that in this instance at least experience is the best teacher.

The school is often accused of teaching impractical theory. Too frequently this is a just criticism. In an attempt to prove our particular theory, that recreational leadership can be developed only through experience in leading social groups in activities, provision for its practical application is made. Half of the class time, one hour a day, is given to laboratory work, leadership in social activities. The other period is devoted to class discussion and lecture.

On every hand we hear agreement with the philosophy of recreation leaders. "Yes," it is said, "everyone needs wholesome recreation, but we simply haven't enough funds to provide it." Since the lack of money is the first excuse offered for failing to provide such programs, we attack the problem from this angle and prove, through actual practice on the campus, that recreation can be had at nominal or no expense. Embryonic recreation leaders learn to make the necessary equipment and to find new uses for old facilities. A by-product of the course is the enjoyment students find in creating the gadgets and devices used in games. Elaborate equipment is oftentimes impossible to secure without community support. However, if the initial recreational program is favorably received, funds for its enlargement will be forthcoming.

How It Is Done

This experimental course is steadily groping toward a larger and more specialized work in the recreation field. At the present time, two more specialized courses are offered on the campus. Even though the summer session of eight weeks is not sufficient time to develop experts in recreational leadership, each of the approximately one hundred students is given the experience of conducting a large group engaged in social activities. The class is divided into six committees headed by student chairmen. In addition to the daily laboratory period, the entire class meets on Wednesday evenings each week of the quarter for a social hour. Other interested

The training techniques enumerated in this article, Mr. Clapp points out, are not adequate for the development of recreation directors or specialists, but they suffice for a cursory view of the recreation field. The purpose is to spread the philosophy of recreation for all, in the school and the community. An attempt is made to inculcate the belief that everyone is entitled to recreation regardless of age or economic levels. Beginning with an altruistic motive the recreation worker learns as he proceeds that his work helps him gain the same satisfactions and happiness he is trying to bring to others.

students attend, often swelling the number of participants to four hundred or more. The first social hour is conducted by the instructor. In turn each of the six committees is responsible for the following six programs, all cooperating on the last night. The instructor is available for consultation and is in attendance at the Wednesday night meetings, though the students of the committees are encouraged to solve their problems without his help.

To insure variety and experience in more than a limited number of activities, the committees follow a general outline in planning their programs. The first forty minutes of the evening tax the ingenuity of the committee members. They must plan a progressive party, using only homemade equipment which might be accessible in any community. Each succeeding committee must provide a different set of games and stunts. This results in novel and interesting activities undreamed of by the unimaginative. For the remaining fifty minutes, everyone joins in simple dance rhythms.

At least four of the five following types of rhythms are used each week. For an icebreaker, circle dances such as the Schebogar, the Rueben, or Captain Jinks serve admirably. To the swing of popular music the students dance the couple dances, the Schottische, Polka, La Varsovienne, and the Rye Waltz. Once the ice has been broken the square dances are favorites with all. The Waltz Promenade, Divide the Ring, Birdie in the Cage, Fall Back Six, Hinkey Dinkey Parley Voo, and numerous others are enjoyed. The Virginia Reel and the Paw Paw Patch, among other double line formation dances, help to establish rapport among the dancers. Particular emphasis is placed upon rhythms in which three individuals make up the dancing group, either two girls and one boy or two boys and one girl dancing the Crested Hen, Come Let Us Be Joyful and the Old Gray Mare. This formation successfully accommodates unequal distribution of the sexes.

Two stringent rules govern the conduct of the party: The committee must compel dancing couples to change partners at frequent intervals and non-participants are invited to join in the activities. "In the activities, or out of the way," is the motto.

Within the same general pattern previously outlined, four of the nights are set aside for group activities in which one or all the groups play the same game or dance the same rhythm simultaneously. To prepare for their night in conducting the party, each committee holds several meetings outside of the regular class period. In these meetings each member of the committee receives instruction in various rhythms and games and is given an opportunity to conduct the group in one or more activities. Since more than half of the members of the class have not had any experience in this type of recreational leadership and may be majors in social studies, or music, or elementary education, or school administration and the like, detailed instruction is absolutely necessary. Many are entirely without experience even in social dancing.

In keeping with the statement made earlier, that the entertainment should cost very little, the music

Increasingly schools are training their students for the wise use of leisure time

Courtesy Los Angeles Public Schools

for these parties is furnished by a single piano. In this instance a professional is paid for his services, but in small communities even this expense may not be necessary. Occasionally one of the students provides an accompaniment to the piano. Since it is our theory that good entertainment may be had at nominal expense, we place emphasis upon activity rather than passivity. Hence students tend to develop an interest in entertaining others with types of activities free from the expense of elaborate equipment. The majority of students find these weekly socials a source of wholesome fun. Truants from socials are few.

Laboratory Work

A part of the class lecture period is devoted to the discussion of constructing the necessary equipment for these parties preliminary to laboratory work. In the laboratory students are required to construct at least one game, either a manipulative puzzle, a throwing game or a paddle game; and in addition each student makes a puppet, some archery equipment, an airplane or any other article requiring the practice of handicrafts; they learn how to make useful articles from discarded materials. As Miss Dorothy Enderis, Assistant Superintendent of Schools in Charge of Recreation at Milwaukee, Wisconsin, has said: "Rubbish is material misplaced." That is, many useful articles can be salvaged from discarded materials. With very limited equipment no attempt is made to create specialists in manual arts or handicrafts. Rather, the aim is served if the students learn that equipment for parties can be made with little expense and a great deal of pleasure. Each committee is required to construct a puppet set and enact a short drama before the class.

During one week of the laboratory period, every available table game and puzzle is played by the entire class. Games suitable for various age groups such as mill, wari, ruma, go, caroms, chess, anagrams and card games receive special instructional attention. Each member of the class is required to become familiar enough with each game to be able to explain to others how it is played. The value of these games to actual school programs is brought out in several examples. Any or all of these games are readily available for noon hour programs at school. Some games are excellent devices for the teaching of subject matter. For example, anagrams give splendid practice in spelling; dominoes and cards may serve to teach arithmetic; and geography can be made more interesting with the aid of map puzzles. As each student constructs at least one game from inexpensive materials, the program is exceptionally practical for small school systems limited in providing recreational facilities by inadequate funds.

One week of the daily lecture period deals with highly organized games for co-recreational groups. An hour in the late afternoon is set aside for practice of these games, and although students are not required to attend, a majority of the members of the class do. The program is conducted by the instructor. Teams are organized to compete in a tournament for the purpose of instruction in conducting competitive play. In addition to the team games of volleyball, cage ball, cork ball, and Indian ball, dual and individual games are played. Badminton, archery, pateca, paddle tennis, jali, and boccie are the most popular individual games. Most of the games can be constructed by anyone from inexpensive materials.

Games of low organization require less skill and are governed by simpler rules than highly organized games. As students are not familiar with the range of offerings in this area, a full week of class time is delegated to their study. Thirty to forty games and stunts with their variations are studied, played and appraised through tournament play. Among these games are the vigorous and active dare base, and relays. Less active games, such as stride ball, dodge ball and duck on the rock are taught.

The quiet games like buzz, and beast, bird, fish are illustrated. Games requiring little room and small numbers for their play are particularly important because their activity is adaptable to small party groups. Among these are darts, ring toss and box hockey.

The group receives instruction in the use of a council ring as well as storytelling, dramatizing and group singing. Within the committees each member tells a story. The committee also presents a drama to the class, more often than not the puppet show mentioned earlier. On the annual class picnic several students take turns in leading group singing. Throughout the course, methods in recreational leadership are applied in the many activities. Schools and other organizations in the surrounding community provide at least thirty opportunities for experience in leading recreation groups outside of the class. After the first experience in conducting a party, the student gains confidence and a genuine interest in leading recreation.

Objectives of a Program of Extra-Curricular Activities in High School

By EUGENIE C. HAUSLE
James Monroe High School
New York City

SHOULD THERE be a system of awards? Should all pupils be required to participate in extra-curricular activities? Should extra-curricular activities be counted toward graduation? Should there be faculty supervision? If so, should the teacher receive this as an assignment or should it be voluntary? These and many similar questions form the basis for a philosophy underlying an extra-curricular program in a high school.

When a subject is introduced into the curriculum the aims and objectives are set forth and then procedures are established whereby it is hoped that the aims and objectives can be best realized. We have introduced extra-curricular activities into the secondary schools; but have we clearly defined our aims and objectives? Extra-curricular activities exist in every school, but are the teachers aware of the aims and objectives and do they makes their pupils conscious of the aims?

The author sets forth character training for decent living in a democracy as the broad purpose of extra-curricular activities, with special emphasis on two of the seven cardinal principles, namely, worthy use of leisure and training for citizenship as two specific objectives.

Let us see how we can organize a program with these objectives in mind. All extra-curricular activities can be put into four main divisions: (1) Athletics — interscholastic and intramural; (2) clubs — subject, hobby, welfare, honorary; (3) semi-curricular — those for which a school may grant subject credit; (4) citizenship—service.

Athletics, while fulfilling a health objective, can also be made a lesson in worthy use of leisure and decent living by placing the emphasis not on muscle building or the winning of an event but on sportsmanship and fair play. Intramural sports become far more important because they can reach a large number of pupils, while interscholastic sports are restricted to comparatively few. Clubs, the activity most frequently thought of when extra-curricular activities are mentioned, do not always receive the proper attention. Frequently a teacher is assigned to a club as an additional task, and instead of using the club to carry out an objective, it becomes a burden. A faculty adviser should herself be so engrossed in the purpose that it will be a pleasure to meet the group. However, the teacher's enthusiasm must not make her dominate the club, but she should be a source of inspiration to the pupil members.

When extra-curricular activities receive the approbation of administrators and are properly organized and centralized, they will become an important means of achieving the goal of education as set forth by the Commission on the Reorganization of Secondary Education. This is the thesis of this article, which is reprinted from *School and Society*, April 22, 1939.

Types of Clubs

Clubs do not all fulfill the same purpose in the entire setup. For this reason the author has divided clubs into four types: (1) Those which grow out of the curriculum and return to enrich it — these are the "subject" clubs, such as language clubs, history clubs, mathematics clubs; (2) those which are not directly connected with any curricular subject but nevertheless are necessary for proper enjoyment of leisure time—these are the "hobby" clubs, such as stamp collecting, radio, and many others, for one needs an avocation as well as a vocation in order to live a full life; (3) those which are planned to develop a charitable and altruistic attitude — these are the "welfare" clubs, such as Junior Red Cross, on which greater emphasis should be placed in order to develop in the pupils a better understanding of brotherly love and sympathetic aid in distress; and (4) those in which membership is restricted to pupils who have fulfilled certain prerequisites. These are the "honorary" clubs, such as Arista, and Service League, to which only qualified pupils are elected. It should be noted that social clubs as such were omitted, for social graces and ameni-

ties should be a part of every club. All clubs should have occasional parties, and similar events to help in personality development.

From the descriptions of the various types of clubs it is evident that different types of teachers are necessary if the program is to be carried out with the best results. A teacher may be willing to assist but she may not be suited by temperament to run a particular club or she may not have a sufficient fund of knowledge to be an inspirational leader. For this reason teachers should not be assigned at random but rather invited to conduct a club, and then a teacher should be permitted to sponsor a club only if she is wholeheartedly willing to do so. A sponsor of a club should be an "adviser" to whom the members may go for advice; one who has a wholesome effect upon the pupils by way of character building. In all types of clubs the sponsor must not lose sight of the main objectives of an activity program.

Courtesy WPA, New York City

Hobbies are important in the school's program of extra-curricular activities

Semi-curricular activities afford a very important means of carrying out the main objective —decent living in a democracy. The author uses the name "semi-curricular" because in some schools the activity is entirely extra-curricular, with no credit toward graduation, and in others the activity receives partial or full credit toward graduation. However, even in the latter case, much more time is devoted to the activity than is required of a prepared subject. This group includes such activities as orchestra, band, glee club, the school newspaper and school magazine.

These activities, besides providing enjoyment to the members, should be used to emphasize the main objective. Here the sponsors have a wonderful opportunity to show the pupils the necessity for teamwork and cooperation; to demonstrate the fact that they cannot be individualistic, but all must work together to produce something worthwhile. Furthermore, worthy use of leisure is realized by instilling a love for beautiful music and a desire to read good literature. With the emphasis on the beautiful there must be a carry-over into decent living.

The fourth group is of activities that are called "citizenship" activities because through them we can realize the second of the specific objectives mentioned. What a wonderful opportunity to teach democratic ideals through this group! Here we can develop within the pupil those responsibilities and powers whereby he can find his place in the world so that he can help make it a better place to live in. Surely here the pupils need able advisers to help them reach this goal which they of themselves cannot fully understand without the mature experiences of their teachers.

This group includes all service activities and elective or appointive positions of the governing bodies of the students. Here we find all types of service—clerical in departmental and administrative offices, patrol and traffic, lunch room, besides service as officers of the senior class, general organization and other executive student groups.

Pupils must be shown that it is necessary to work together for the common good of all and

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A Children's Theater Takes to the Road

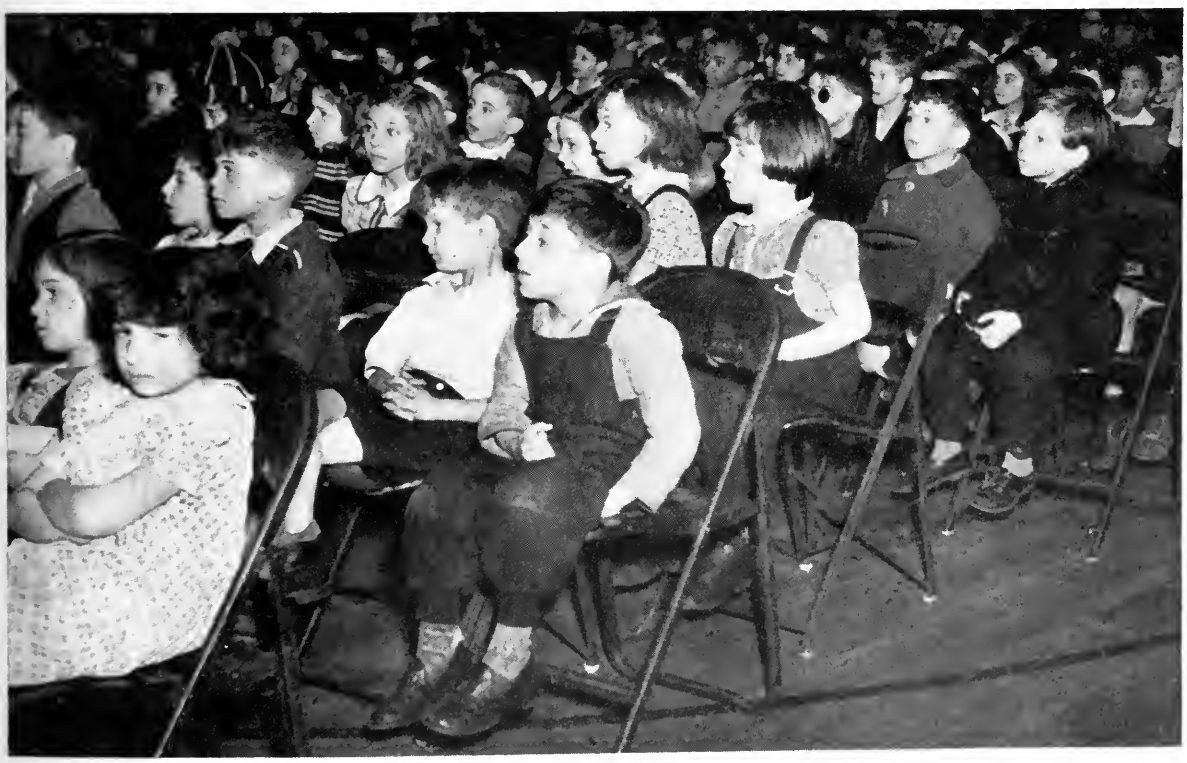
By VIRGINIA LEE COMER
Children's Theater Department
Association of the Junior Leagues of America, Inc.

ONLY THE covered wagon is missing from the pioneer efforts of the Junior Leagues' children's theater. If we can substitute for the picturesque covered wagon an ice truck or station wagon or trailer, even the visible sign is very much in evidence. There are now about forty-seven groups of itinerant players, composed of young women whose volunteer work for their communities is the producing of plays, trouped to schools in every section of a city, to rural class rooms, to settlements and hospitals, with a total audience during the past season of over three hundred and fifty thousand children.

For almost twenty years Junior Leagues have been very busy at the job of providing theater for children. They have constantly endeavored to demonstrate to other organizations and individuals the vital part that theater can play in the development of the child. Today the picture is vastly different from the early twenties. There are now a scattering of civic and university theaters giving heed to the child audience. Within the last few years the resources for professional entertainments which can be imported have widely increased. Series programs of operas, plays and ballets have been set up, and while in many places these remain the responsibility of the local Leagues, there is an increasing number of community boards formed to administer the programs, boards composed of representatives from schools, recreation departments, parents' groups, and others. Although trouping programs cover only about one third of the total scope of children's theater activities of one hundred and forty Leagues, trouping is typical of the pioneer spirit and is certainly the most unique contribution in the field.

In the early years plays produced for a child audience were by no means a part of the Junior League community service program,

Children of Philadelphia's Jackson School watch a League performance of "Cinderella"



but were used as a method of raising money for the support of welfare projects. Those handsome and massive productions of *The Blue Bird, Peter Pan* and the *Oz* stories in Chicago Loop theaters, at the Copley in Boston, in Cleveland's Severance Hall, brought in a large amount of money. Their real significance, however, lay in the fact that they served to open the eyes of League members to the real need of their own children for such entertainment. Finding that the plays not only provided an afternoon's wholesome entertainment but also stirred the imagination and created lasting impressions, the members began to seek ways in which a greater number of children could share in this experience. Although it was possible to bring children from institutions and distribute free tickets through welfare agencies for special performances, still there was no way of reaching the great majority of a community's children.

The Trouping Program

Slowly and pragmatically, through increasing experience with audiences, League volunteers developed their philosophy of children's theater, based on the conviction that all children should have the delight of dramatic entertainment and should be given the opportunity to know and understand the theater as a part of their cultural inheritance. This attitude created the drive which has led to the development of the trouping program.

The principle of trouping rests on the fact that a great many more children can see a play if it is taken to already assembled audiences than when children come from many sections of a community to a centrally located auditorium or theater. However, there is great variety in the programs planned since the needs and facilities vary from one community to another. It has been the sincere effort of each League to avoid duplication of effort and program and to investigate its community in order to determine the best program to meet the greatest need. In this they have been assisted by the professional staff of the Children's Theater Department of the Association of the Junior Leagues of America. In certain instances help has been derived from existing surveys of recreation programs, studies of delinquency, and similar sources. Always the advice and cooperation of educators and recreation workers is sought.

It has been found that by far the largest field for trouping is in the public schools. In certain cities full length plays are given after school hours in elementary school auditoriums or high school auditoriums to which teachers in nearby elementary schools bring their classes. Other programs consist of a forty or fifty minute play performed during assembly periods. Often it is necessary to give two or three performances in one school in order that all the children can see the play. In some schools principals prefer plays planned for and seen only by selected grades.

The question of whether admission will be charged or performances will be free is left for answer to the superintendent of schools. Where it is believed that children's appreciation is increased by having to pay even a few pennies for entertainment, often the tickets are sold by the teachers or the Parent-Teacher Association, the proceeds going all or in part back to the schools for a milk fund, books or other equipment. Where it is believed there should be no charges for entertainment, since the schools are tax supported, performances are free and are usually held during school hours. In either case the financial responsibility is assumed by the League as a part of its community service program.

A trouping program is particularly effective in a city such as Newark with its tremendous industrial population. The Newark League has just completed its fourth year of trouping one play a season with from thirty-five to fifty performances of each play. The audience for the play has totaled between twenty-five and thirty-five thousand each year and consists of children who had never seen a play other than one produced by their own efforts and few of whom can go to the movies. The play has become a high point in the year for these children and a recent study of thousands of letters shows that it leaves lasting impressions because of the innumerable references to former productions.

Similar programs are carried out in other large cities, among them Cincinnati, Chicago and Philadelphia. In Los Angeles hundreds of miles of traveling is necessary to cover the outlying sections of the city, from which it would be impossible for children to come to a centrally located theater. In smaller towns, such as Elmira and Little Rock, ten or twelve performances are sufficient to reach every child in the elementary schools.

Where a series has been established to give several programs a year to an audience usually limited to fifteen hundred or two thousand, the League is supplementing this by trouping plays to those schools from which children do not attend the series. This has led in a few instances to troup-

ing to rural schools and the trend seems to indicate that Leagues will in future devote considerable thought to the problem of bringing entertainment to the village and country school, since children here have even less than those in the large cities.

In 1938 plays were presented by ninety-four Leagues, while thirty-four worked in the field of puppetry and fifty-seven gave radio programs. There were 826 performances of ninety-two productions which played to audiences of more than 350,000. Players in forty-eight cities trouped from school to school, and productions were also given in hospitals and settlements in a number of cities.

Where it is possible, free performances are given in settlements. Illustrative of this is the New York program which consists of two plays a season, each given in six settlements.

Production Problems

There is a general dearth of good plays for children's theater, but particularly hard to find ure scripts adaptable to trouping. This situation s leading more and more League members, horoughly familiar with the problems of troupng, to try their hands at playwriting. The results re encouraging, and the manuscript library mainained by the Children's Theater Department of he Association now includes some very workable cripts which are available for use in all the eagues, as well as to any other producing groups. harlotte Chorpenning of the Goodman Theater as been unfailing in her interest in the League rogram and has adapted some of her long plays, uch as *Cinderella, The Indian Captive* and *Alice n Wonderland,* to meet the demands of trouping. he trouping play must have a relatively small ast, since playing space on many stages is very mited. More than two sets makes for difficulties, ecause of lack of storage space.

The technical problems involved in trouping ave been manifold and although solutions have een forthcoming it is still a challenge to keep the tistic standard high in spite of fantastic ifficulties.

The same show must appear on one stage with 50 foot proscenium opening and the choice of an foot depth or a whole basketball court, and on nother stage that is a curtainless small platform. lthough a portable cyclorama has been used with me degree of success, the most popular and laptable type of scenery consists of free standing reens. Screens take care of both the large and nall stage, since it is possible to vary the number units used, and they also overcome the problem hardwood floors where it is practically a iminal offense to set a stage screw. In a few cities where by some miracle all stages are equipped with curtains, set pieces are used to advantage. A survey is made of all stages before the production is planned, and most groups have discovered the advantage of having blueprints of each stage. They have been made in many cases by high school students in mechanical drawing courses.

Lighting for a production presents real difficulties because of the lack of equipment in the majority of schools. Even in new auditoriums that have been expensively equipped, the layout is apt to be inflexible and the instruments inefficient. The old-timers in trouping now have portable equipment, usually consisting of two floods and four spots, which is effective even where there is no permanent equipment.

Ingenuity must be exerted in the construction of large props, since few stages are planned with off stage storage space.

Because few props can be used, these must be carefully designed so that each contributes the maximum in effect to the total stage picture.

Costumes, not being affected by the limitations of trouping, become the most dominant element in the production.

Commercial hauling of the show is almost always prohibitive in cost and this has resulted in the use of trailers, station wagons, and U-Driv-It trucks. Sometimes inexpensive hauling is possible by employing an iceman, whose truck is available after early morning hours.

Since the technical problems are now thoroughly familiar and can be foreseen and the organizational routine has been perfected, it has been possible, in the last two years, for groups beginning a trouping program to assume long schedules at the outset. Where once a block of ten or twelve performances was arduous, now Leagues can begin with schedules of twenty or thirty performances.

The Advantages of Trouping

The trouping of plays to children demonstrates the unique place which volunteers can take in a recreation program by supplying a service it would be impossible to provide otherwise. The trouping program offers certain advantages both in the field of children's theater and to the volunteers.

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What They Say About Recreation

"As teachers our function is to make the school a place where boys and girls enjoy a long and successful experience in democratic living. . . . Will you tell the children what is good or will you help them develop the power to distinguish between good and bad? Will you make their decisions for them, or guide them in the practice of making their own decisions wisely? Will you be satisfied with helping them learn what the book says, or will you, as Emerson said, help them 'learn to detect and watch that gleam of light which flashes across the mind from within'?"—From *School and Society,* November, 1939.

"Teachers and parents are realizing today the fertile fields of teaching inherent in the spontaneous play of the child. Psychiatrists are laying stress on play as a balancing element contributing to sane and more effective living. The new approach, however, is not so much concerned with big muscle building; rather it aims to create wholesome personalities, living and livable human beings, people who can find relaxation and rest from the growing complexities of an increasingly tense milieu, people who really know how to live." —*John E. Davis* in *Hygiene.*

"Certainly the most important change that is coming into the new world is that work is going to take a secondary place; and in so far as our children's education assumes that work is the chief thing in our life, it will fail. . . ."—*John Landon Hughes.*

"Often the best way to improve the contribution of the teacher is to raise the teacher's own level of satisfaction in living. Some teachers are so unselfishly devoted to their work that they lose out a little bit as persons. That is penny wise, pound foolish. Let me advise that you get out and have enough fun on your own. Keep up your own sense of zest and adventure. Build up warm personal relationships with other human beings. . . . Take time to read what you want to read, to enjoy some forms of art, and to associate with the springtime. The river of personality guidance cannot flow higher than its source." *Goodwin Watson* in *Journal of Health and Physical Education.*

"To 'reshape reality' is the true function of the teacher. To leave the community a little better than one finds it, to breathe a new spirit into the school, to remould the life of a child started on an unfortunate course — this is the work of the teacher confident of himself and of his aim."—From *The Purposes of Education in American Democracy.*

"Education must meet the practical needs of the developing world of today as they come into view, and the meeting of these practical needs will be a significant accomplishment in itself. But, after all, more than that must be kept in mind. Education is not merely a meeting of these practical situations in themselves, but is a development of the personality of the child in such a way as to make him able, on the one hand, to get the richest possible experience out of life as an individual, and, on the other hand, to take part successfully in the life of the community."—From *Safety Education,* Eighteenth Yearbook of the American Association of School Administrators.

"Provide experiences which give pupils worthwhile opportunities to feel the thrill of creating things with their own fingers, of applying art principles to everyday life situations and of interpreting the beauty in the culture of other lands as well as our own. . . . The love of beauty is a basic value that comes from participation in interesting and worthwhile activities rather than from listening to lectures about it." —*Agnes Samuelson* in "Every Teacher an Art Teacher," *School and Society.*

"The higher aim of education today is the development to the fullest extent of the growth of the individual, based upon a scientific understanding of all his needs and capacities. In so doing we try to attune our own thinking to harmonize with the student's particular interests because we realize that in his interests lies the key to his needs and capacities. Education cannot supply individual capacities—these must be inborn; but it can stimulate and aid in their growth; it can educate the student by giving him the opportunity to develop himself."—From *Dance, a Creative Art Experience* by *Margaret H'Doubler.*

Puppet Shadows With Sunshine

By DOROTHY HEROY
Chairman
Board of Public Recreation
Stamford, Connecticut

OUR TRAVELING marionette shows proved embarrassingly popular — embarrassing because all the playgrounds wanted to "do them," and to do them from creation through production at ten centers was a greater time-consuming job than the summer schedule permitted. We were racking our brains for a substitute when the bulletin of the National Recreation Association on shadow puppets came in the mail. It was providential and proved the solution of our problem.

Shadow puppets, of course, meant an indoor performance, but as most of our playgrounds were operated on school yards a show inside was possible. Auditoriums, stages and artificial lighting were not available, so a classroom with a teacher's desk on which to rest the screen, placed before a day-lit window had to be our substitutes. These facilities were surprisingly effective, in fact quite satisfactory. The screen had to be demountable but this proved an advantage for it could be easily transported in a rumble or a storage compartment; and as it was designed to tie in place it could mar no one's desk.

The Frame

The frame for the screen is made of 1¾ x ¾ inch pine, the inside opening measuring 36 inches high by 38½ inches wide. The top of the frame is 56 inches long; this allows an overhang of seven inches at each side to carry the curtain when it is pulled open. The curtain, hung on a heavy wire which is run through three screw eyes, is pulled open or closed across the front. It should be made of material heavy enough not to be transparent.

The bottom piece of the frame is notched in two places eight inches from each end. Into these notches are fitted, and then bolted, two pieces of 1¾ x ¾ pine 29 inches long. These are the braces that extend across the desk to help hold the frame in place. In the front end of each brace is a screw eye. Into each of these is knotted a heavy cord. These cords extend under the top of the desk to the back where each is run through another screw eye in the back of the frame and firmly tied. A heavy piece of cloth (we used imitation black suede made at a local factory) 14½ inches deep is first tacked across the back at the bottom of the frame. This helps hide the cast which, even with this aid, must be seated on a very low bench or on kindergarten chairs. Back of this cloth dado is stretched and tacked tightly a piece of cheap, thin unbleached muslin. Straight across the back, 12¾ inches from the bottom so that it runs flush with the top of the black cloth, a piece of lattice one inch wide is laid and held in place at each side of the frame with small screws. The thin edge of this slat gives a "floor" for the stage, a ledge for

the puppets to walk on. Clear across the front of the screen, so that it projects a half inch above the top line of the black cloth, is placed a half round (½), tacked at the ends with brads. The space thus created between the lattice or cleat and the half round serves as a slot to hold the pasteboard scenery and properties in place. The curtains, to hide the cast, were made, because they were a gift, of old bed sheets. These were cut in half on their worn fold, then dipped the desired color.

No auditorium, no stage, no artificial lighting — just a classroom, a screen, a teacher's desk on which to rest the screen, a day-lit window, and you have an amazingly adequate and satisfactory setting for these ever-popular shadow puppet shows.

A screw eye was put in the back of the frame at each end near the top; corresponding screw eyes were put in the window frame behind, a stout cord was run between these sets of screw eyes and the curtains were thrown over the cords and fastened in place. The daylight coming through the window behind cast a very good shadow. We chose, where possible, a window that did not have a tree or some other object just outside, because we found such objects showed through the muslin when they were too near. Lastly, across the front of the table or desk was draped a piece of crepe paper to match our color scheme and to hide the feet of the cast.

The Plays and the Puppets

We were now ready to plan the plays and the puppets. These had to be very simple for we were novices with little ability to draw. For our puppets we bought cut-outs from Milton Bradley Company, 399 Codwise Avenue, New Brunswick, New Jersey, dealers in school supplies. We purchased one of each of the sets that contained the characters we wanted to use. These served as patterns for the children to trace, cut out and decorate. Except for the heavy outlining of all edges the decorations did not help the shadow, but it pleased the small artists to make them.

Patterns for the properties such as trees, a well, and furniture were of homemade design on a scale to fit the characters. The list of plays included "Goldilocks and the Three Bears" and certain Mother Goose rhymes that offered a dramatic incident, such as "Jack and Jill," "Humpty Dumpty," "The Five Little Pigs," "Little Miss Muffet," "Hickory, Dickory, Dock," these last two posing technical problems in the manipulation of the spider and the mouse that intrigued us and the children. For each nursery rhyme used we found a musical setting. At the performance this was first played by the rhythm band, then sung by the playground chorus.

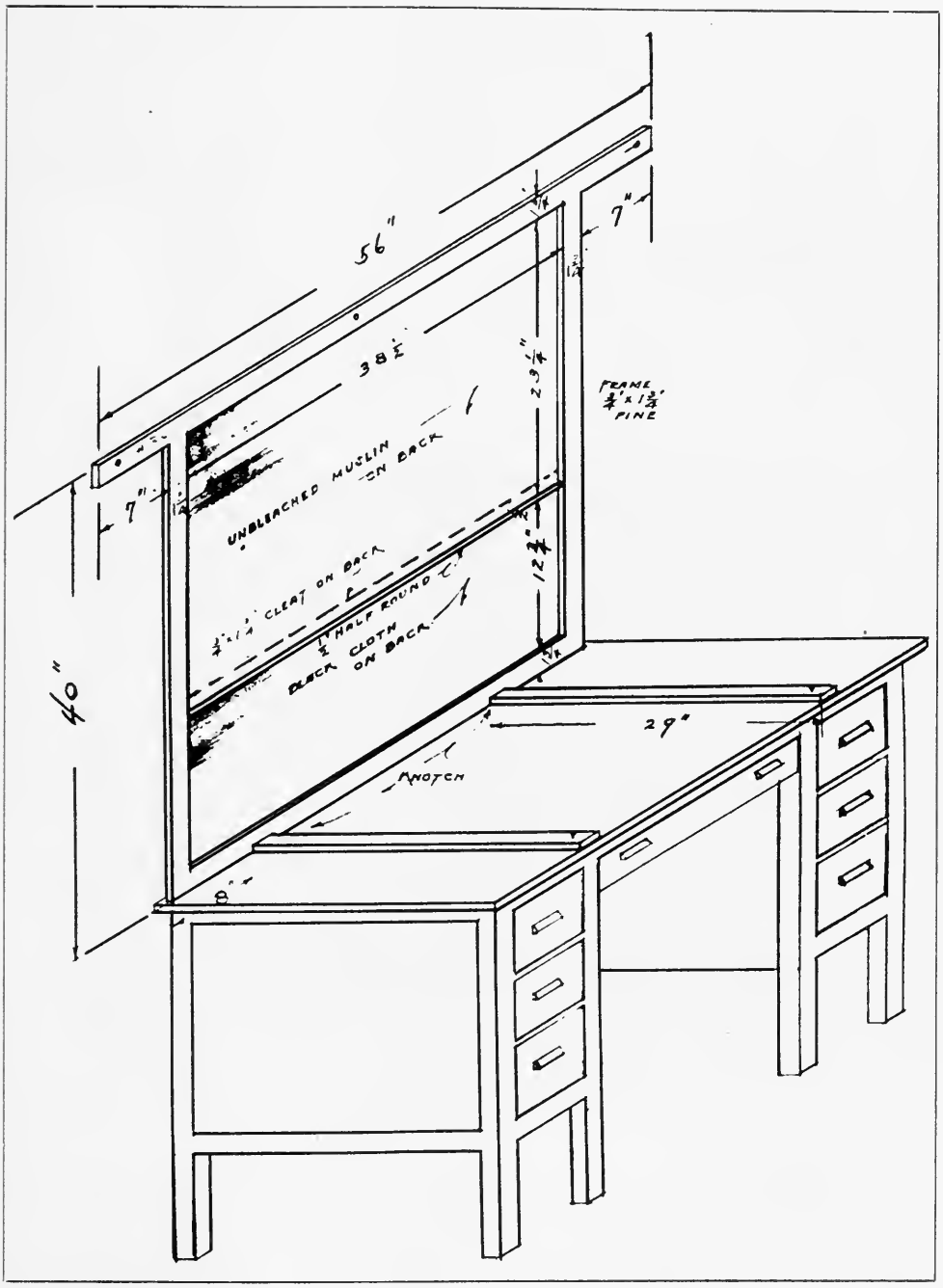
The shadow puppet bulletin already referred to and a copy of "Shadow Plays and How to Produce Them" by Mills and Dunn were very helpful in showing the construction and operation of the figures, and as we met our own problems we devised short cuts and niceties to suit the situation. We used "oak tag" sheets 9 x 12, also purchased from Milton Bradley Company, for the puppets and many of the properties. It is strong enough to stand a good deal of wear, can be easily cut, an advantage for small fingers, and is inexpensive. The larger properties had to be cut from cardboard. Pieces returned with the laundry served nicely, and when they were not big enough they were glued together.

In hanging a piece of property—such as a moon —on the screen, we fastened the head of a "T" pin with a piece of adhesive tape on the back of each point of the moon, then bent the pins over the front so they could catch and hang on the muslin. The large flat head of the "T" pin offers more of a purchase for the tape than the head of a dressmaker's pin, usually suggested.

The sticks on which the puppets were mounted were foot rules originally bought for the handcraft program at 75 cents a gross, and which were just the right size when split in half. This was done at the local WPA work shop of the Toy Lending Library. The sticks were fastened to the puppets with adhesive or preferably Scotch tape. For wire we used heavy weight florist wire which we purchased from a local shop, twelve pounds for $2.25. This wire was already cut in 18-inch lengths, saving us no end of time and trouble.

The shows "went over big" and played to such capacity houses that a second show was often necessary. While we shall not abandon marionettes, we have discovered that for quick production on a large, inexpensive scale, the shadow puppet offers a delightful medium with a strangely fascinating appeal to all ages.

The bulletin on shadow puppets which is referred to in this article is entitled "Shadow Puppets — Their Construction, Operation, and Stage." Copies may be secured from the National Recreation Association at ten cents each.



The screen which transforms a desk into a stage where shadow puppets delight young and old alike

Antioch's Truck-Treks

Antioch is proud of its summer adventures and is convinced they have unique educational values. To help promote the benefits of this type of travel, the College will be glad to provide other educational institutions interested in initiating similar projects with information regarding trucks, itineraries, and other details.

By SAMUEL HARBY
Assistant Professor
Health and Physical Education

ANTIOCH COLLEGE has, in recent years, been operating tours for its students during spring and summer vacation periods which are unique and so simple and inexpensive as to interest anyone who believes in "education by travel." These trips, in specially constructed camping trucks, not only provide the means for students of both sexes to see the country, but afford an unusual experience in social living which deserves particular notice.

The expedition in the summer of 1939 carried nine boys and eleven girls over 8,000 miles of western United States and Canada. It lasted for ten weeks, and cost each student only $115—or $11.50 per week—which is about what it would cost to remain at home. They drove through eighteen states and two provinces of Canada, visited ten national parks and twenty industries; attended the rodeo at Cody, Wyoming, the World's Fair in San Francisco, and spent a week cruising on a sailing yacht in Puget Sound. Add to these adventures seventy-seven days of good fellowship, the fun of campfires on mountains or beach, the thrill that comes from carefree vagabonding, the joy of healthful outdoor life, and you have a "tremendous" summer.

They Travel in Comfort

But what about the hardships of such an adventure? Isn't it necessarily limited to the most rugged students? Not at all. The ingenuity of man has devised a new kind of magic carpet called a Thorne-Loomis truck, which enables any normal young man or woman to travel in relative comfort and safety. It is truly a remarkable contraption. Built on a heavy duty Chevrolet chassis, it combines the features of luxury bus, comfort sleeper, and dining car. When rolling this outfit is compact and streamlined, permitting travel at a steady speed of fifty miles per hour. When set up for camping, it provides shelter, has ten steel spring bunks, with mattresses, attached to the truck frame so that wet weather and rough ground do not prevent sleep, a fully-equipped kitchen with two gas pressure stoves, a larder cabinet, and an ice box. Tent canvas may be put up over all, and there is plenty of room for living under cover when the weather is bad. Canvas may also be put around the sides, but it rarely is, because of the fun of sleeping in the open. Even the roof is left off in clear weather and the

Packing the truck becomes a fine art, and every available inch of space is utilized as the campers prepare to move on to the next stopping place

Paradise Valley and Mt. Ranier with its snow-clad peaks are not too far away for these travelers

group sleeps under a canopy of stars.

This traveling hotel can be set up in fifteen minutes, and in the most wonderful places. You have only to choose your spot—on the mountain slopes of Paradise Valley, the soft grass of Stagg Field in the heart of Chicago, the back yard of Chateau Lake Louise of the Canadian Rockies, or in a vacant lot across from any city garage. You don't even need level ground, for it is easy to jack up one side of the truck to put the outfit on an even keel.

The high point of last summer's trip was the Puget Sound cruise. The trucks were set up on one of the San Juan Islands, where they served as a base camp from which our party took daily cruises in a beautiful fifty-foot sailing ketch, the "Ulanah," chartered for a full week and paid for out of the general budget. Usually half of the party went on each cruise, and the rest remained on shore exploring the islands, washing clothes, swimming, writing diaries, and preparing fancy meals for the others who were cruising. However, the entire party of twenty piled on board for one three-day cruise to Victoria, B. C. The two nights were spent on uninhabited and almost inaccessible islands, so that the party experienced the thrill of exploration and discovery in the adventure.

Industrial Visits

Industrial visits were a very important part of the tour, as is indicated by the name, "Antioch Industrial Tours." These guide trips through important plants in all parts of the country were arranged before we left Yellow Springs, and were painstakingly carried out by cooperative local officials. In every case our group was given a better point of view and a more comprehensive insight into the industry visited than would have been possible for any of us individually. Our industrial visits included:

U. S. Steel Mills, Gary, Indiana
Armour Packing Company, Chicago, Illinois
Mayo Clinic, Rochester, Minnesota
Leonard Copper Mine, Butte, Montana
Anaconda Reduction Plant, Anaconda, Montana
Grand Coulee Dam, Washington State
Navy Yards, Bremerton, Washington
Boeing Aircraft, Seattle, Washington
Rocky Mountain Canning Company, Salt Lake City, Utah
U. S. Mint, Denver, Colorado

—and many other highly interesting and informative visits.

An Experiment in Community Living

From the standpoint of education and training, perhaps the most valuable experiences of the tour had to do with the ordinary daily events of group living. It is not easy for twenty students to live together in close contact for ten weeks without "getting in each other's hair." Unless every member of the group is willing to put himself out to avoid little annoyances and to cooperate in the work and play of camp life, it cannot be done. Here is simple community living, under controlled circumstances, with an excellent opportunity to condition the outcomes for good or bad. If a

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A "Hang Out" Room for Sioux City Youth

By LAURA CHILTON REYNOLDS
Sioux City, Iowa

WHAT DOES the term "hang out" room mean to you?

To the Sioux City Junior League it is coming to mean a fascinating new project which threatens to grow out of all proportion to the modest start planned for it.

It was Ferdinand A. Bahr, Director of the Sioux City Recreation Department, who first realized the necessity for a hang out place for boys and girls of high school age and beyond, in districts where homes are crowded and there is no opportunity for them to get together in large groups and play games, or just sit and talk themselves out about anything that may come into their restless heads. A place where it would cost them nothing to go and stay as long as they wished was the need. These young people, Mr. Bahr discovered, would gather outdoors in the evening and sit on the curb talking together when the weather permitted; talking at random about all the things which crowd the restless, searching minds of young folks of the Mickey Rooney-Judy Garland age.

The primary object of the hang out room is to create for young people a home-like background where they can work off their excess mental energies in a natural way, with no financial expenditure.

Looking about for help in making this idea a reality, the Recreation Department approached the placement chairman of the Sioux City Junior League, who found the proper persons for the job. The result is the hang out room at Woodrow Wilson Junior High School, open on Monday, Wednesday and Thursday evenings from seven to nine-thirty. Chairs, a davenport, tables, lamps, card tables, a radio, victrola, records, cards, games and magazines were collected by the Junior League and then arranged to the best advantage. One member spent an entire week making drapes. A magazine committee was appointed whose function it is to keep the magazines up to date each week.

Of course it was not alone the Recreation Department and the Junior League. There were many sources of outside help. For instance, there was Chester, custodian of the Woodrow Wilson Junior High School building, who was a real friend, capable of taking care of many of the innumerable odd jobs which always accompany work on such a project.

Woodrow Wilson Junior High School is the recreation center for its particular district of Sioux City. The fact that the hang out room is

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A Teachers' Exchange Club

By DOROTHY CHILD, M.D.

WITH THE assistance of the Associate Superintendent of Schools, Dr. Gerson, the name of Teachers' Exchange Club was selected for an organization designed to widen the interests of our retired, disabled teachers. The professional status which means so much to all of them was stressed. The word "exchange" is intended to indicate the nature of the activities, in which each person may contribute according to her gifts. Exchange of ideas and suggestions must be the first step. Later special services may be made available, and material gifts may be exchanged, beginning with newspaper clippings and articles. To make trinkets and favors, boxes of small seashells have been brought to the central office by a man living on a Florida beach; a woman living in the Pocono Mountains is collecting hemlock cones to decorate place cards and make other novelties; a woman, bedfast because of arthritis and who can move her hands only to the extent of wielding a scissors, is making two scrapbooks for two other shut-ins with the same disease. One teacher living at a distance, as a thank offering because her pulmonary tuberculosis is yielding to treatment, has given us a subscription to *Life* magazine. The word "club" is still only a suggestion; we are too loosely knit to be able to depend upon officers from among the group, although a well-adjusted blind teacher has been named honorary president.

Circulating Library

A gift of twenty new and talked about books was the nucleus of a free lending library. We take advantage of the new low rate for mailing books when wrapped and labeled according to the prescribed method — only one and a half cent per pound. One of the patients, needing useful occupation, has catalogued the library and sends out the books according to postcard requests from twenty-one of the teachers circularized. A donation of about a hundred books in good condition but old was politely but firmly refused. Our books must be the most up-to-date possible. The club members must not be patronized, but if possible must be envied. A considerable number of retired teachers were situated where they had access to good libraries and so declined our offer. These persons were asked in what way they thought the club could be useful, and many wanted suggestions for simple handicraft instruction.

In an article appearing in the June 1940 issue of *School Life*, Dr. Child, Special Assistant, Philadelphia Board of Education, who for fifteen years has certified for the State School Employees' Retirement Fund all of the Philadelphia teachers receiving disability pensions, tells of an unusually interesting venture. The club she describes grew out of the need for widening the interests of these retired teachers, many of whom Dr. Child found to be lonely and unhappy and in need of social adjustment. We present extracts from the article used by courtesy of *School Life*.

Handicraft Catalogues and Museum of Specimens

One teacher, who had taught handicraft before he became deaf, made a collection of catalogues and price lists of materials for handwork; a few books of simple instructions in some of the crafts; and specimens of things made with shells, corn husks, crochet cotton, jam jars, old postage stamps, and paper napkins. Also a sample of finger painting. No hope is held out for adding to income—only the chance to make attractive gifts and remembrances while experiencing the joy of creative activity. A section of an office bookshelf is still large enough to house the collection. It would appear that much of our future work will be along this line.

Inter-visitation and Meetings

An effort was made to promote inter-visitation; names and addresses were given to the ten deaf teachers on the active list of all the others, similarly the eight sufferers from severe arthritis. This was done in time for exchange of Christmas cards; perhaps one-third of these suggestions were followed. Sick people have great trouble bringing themselves to do anything out of the ordinary and are especially apt to delay answering letters and to feel unhappy and guilty about it. About ten women were asked to pay some friendly calls, and the first name on the visiting list was invariably the blind woman already alluded to. She is a tonic

to anyone, sick or well. She keeps her pretty house immaculate, does most of her own work including ironing, and loves to entertain callers in a way so radiantly happy that none could be sorry for her.

"One of our bedfast members who has made her adjustment despite handicaps which would make you and me quit, writes: 'I sew, crochet, write bits of poetry, entertain friends, and read western and adventure stories (for vicarious activity). In short, I just live, and enjoy spring stretching into summer, and summer shrinking into winter — and try to get the best from this old and lovely world.'"

After about six months of mimeographed letters with descriptions of the activities here outlined, requests began to come in for a meeting. In order to have the first meeting as informal as possible, an invitation was secured from a blind teacher living on a beautiful hillside in Valley Forge, and an outdoor supper was planned. Sixteen disabled teachers and five others were present. Two were blind, five hard of hearing, two were heart cases. One healed tuberculosis case was recovering strength to return, and the rest were nervous patients. The weather was perfect, and the simple refreshments seemed to please the guests. No formal program was given, only quiet conversation. A remarkable note of affection and understanding was prevalent before the day was over.

Our second meeting was held on November 4, 1939, using the drawing room of the Women's University Club. There was an eagerness for this reunion on the part of all but one of the teachers who attended the first meeting. The one exception was a teacher who wrote that she had "never gotten over the sight of all those poor sufferers" and could not possibly attend another gathering. This invalid will eventually join with us as soon as she rediscovers the service motive. For this meeting we chose a setting as beautiful and sophisticated as possible. The club furnishings are suitably sumptuous, and all the guests sat in easy chairs while motion pictures were shown of a trip to the West Coast. There was also a reel giving an interesting description of the technique of soap sculpture. The blind members enjoyed the running account of the pictures given by their neighbors. Afterwards tea was served with party sandwiches and candy from a candle-lit table. The expenses of this party were largely covered by a donation of money from two disabled teachers who would have liked to entertain us at their homes but lacked the strength. The number attending was twenty-two. Written greetings came from thirty-two others. The next meeting was held at the Christmas season and was around a fireplace.

"As a medical worker in the field of teacher health, I am interested not only in increasing the quantity or the span of life but in improving life's quality, so that whether it be longer or shorter it may have been happier and more worth while. The tangled emotions of the disabled teacher who has been officially pronounced unfit to continue her life work can be at least partly untangled in helping her to understand herself. By discovering for herself the positive gifts with which she can go on, she may actually assist her fellows. When they appreciate her and even depend upon her for contributions she can still make, it brings joy the able-bodied can scarcely fathom."

A True Exchange

Dues for carrying on this activity could be small, but any assessment might drive away the teachers who most need the services of the club. The idea of barter must be worked into our correspondence so that it will be understood that one of our poets can contribute a few lines that can serve as one full year's dues if used for our joint greeting card, while another may contribute lessons in art or some craft. The bedfast may fill scrapbooks with clippings of sermons or jokes, or crossword puzzles to be used by other members.

Since the very nature of our clientele precludes chances of being self-sustaining, it will be necessary to obtain sponsorship from either the school authorities with paid secretarial assistance or an existing group of organized active teachers, or we may join forces with another neglected group, the teachers who are "superannuated." They, too, have often terminated their services with reluctance, though less abruptly, to be sure. Many persons retired on age would be able and willing to unite with their disabled fellow teachers. The two groups would have common problems of adjusting to a change in ways of living, and in many cases would be personally acquainted with each other. The president of the State Retired Teachers' Association has attended our meetings and thinks the connection would be suitable. The common purpose of the enlarged organization would be "re-education for leisure."

"Capacity for the full enjoyment of life has to be developed. It involves attitudes, appreciations, interests and skills."

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

SOME Nature-Grams from State Parks. Garrett G. Eppley, Associate Recreational Planner, Region Two, National Park Service, sends some interesting information regarding progress in the park naturalist program.

Individuals assigned to supervise state park naturalist programs in Region Two include G. E. Moore, Missouri; M. L. Jones, Iowa; the Reverend George O. Link, Illinois; Howard H. Michaud, Indiana; and Charles F. Welch, Michigan. Iowa and Michigan are providing supervisors for the first time. Missouri begins this year to employ its supervisors on a year-round basis.

Part of the salary of A. T. Cross, State Park Naturalist at Palisades-Kepler State Park, Mount Vernon, Iowa, is paid by the Cedar Rapids Playground Commission of which Nevin Nichols is Superintendent of Recreation.

Richard F. Trump, high school instructor of Keokuk, Iowa, and park naturalist during the summer months at Lacey-Keosauqua State Park, Iowa (forty-five miles from Keokuk) has had a nature column entitled "Nature Notebook" appearing in the Keosauqua County *Recorder* each week during the past year.

The salary and expenses of M. L. Jones, Chief Naturalist for Iowa, are paid by the Community Service Division of the State WPA, directed by Elston Wagner.

The services of Howard H. Michaud and Charles F. Welch of Indiana and Michigan respectively are furnished by the Education Division of the State Conservation Department.

According to George Kribs, Area Supervisor for WPA, nature tours have been conducted every Sunday afternoon during the past year at Ludington State Park, Michigan. During the cold months coffee, furnished by local merchants, was served at stations along the tour.

According to E. A. Mayes of the Missouri State Park Board, this Board is working toward the goal of having a naturalist and museum in every state park of Missouri.

Publications entitled "Nature Notes," prepared by the various park naturalists of Iowa, are mimeographed by the Extension Department of Iowa State College, Ames, Iowa.

Binoculars for the park naturalists of Missouri are provided by the Wildlife Division of Missouri University under the direction of Dr. Rudolf Bennitt.

Recreational Map of the United States—24" by 36"—showing natural areas in color can be secured free on application to the National Park Service, Washington, D. C.

Garbage Fed Bears and Feeding Platforms in national parks are gradually being eliminated. The bears are said to be unsanitary! Incidentally, it may take some time to teach park visitors once more to enjoy bears in their natural surroundings.

"Actions Speak Louder Than Words!" Camp directors are beginning to realize that the way nature leaders act is just as important as what they say.

Rietvlei Sanctuary is the most recent and largest South African nature sanctuary.

The Natural History Society in Worcester, Massachusetts, is planning a Conservation Congress for Worcester County for October 18th and 19th.

Canadian Nature is a bimonthly magazine devoted to nature and its conservation. It advocates wholesome living and right thinking. Exceedingly well illustrated, it suggests nature lore projects equally well suited for the home or playground. The Chief Inspector of Public and Separate Schools for the Province of Ontario has recommended it for the use of teachers and pupils. $1.00 a year (32 pages). Editorial office, 177 Jarvis Street, Toronto.

Flower Calendar for 1940 in color. Secure from Garden Beautiful, Ltd., 1821 Marine Building, Vancouver, B. C. $.50.

What Is Your State Tree? "Hemlock, the State Tree of Pennsylvania." Bulletin 52 of the Department of Forests and Waters, Harrisburg, Pennsylvania, extols the virtues of the hemlock in Pennsylvania's woods.

Publications on Indians and Their Lore:

"Navajo Native Dyes," their preparation and use. Publication of the Education Division,

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Youth Serves Youth

When you attend the Cleveland Recreation Congress this month, you will see many young people assisting in the recreational activities of settlements and municipal recreation centers, helping in nursery schools, learning stagecraft at little theaters, and doing janitorial and clerical work. They are workers from the NYA who are serving their city in various capacities. Sydney B. Markey, head of the Friendly Inn Settlement, tells of the work these young people are doing and says: "Under careful supervision they learn work habits and skills, and make possible considerable extension of our work in the settlements."

DURING THE Recreation Congress to be held in Cleveland, Ohio, next October many delegates will visit the settlement houses, Y.M. C. A., Y. W. C. A., and other private organizations, as well as the centers maintained by the Division of Recreation and other public departments of the city. These delegates will be interested in knowing of the help which National Youth Administration workers are giving these agencies. About 100 of these young people are doing recreation work; 75 are in homemaking departments, helping in the kitchens and with household work at settlement houses; 75 others are assisting in nursery schools, aiding in the care of children; 100 are serving as engineer assistants, helping the janitorial care of the buildings; 75 are doing clerical work, while the remaining 50 are in the arts and crafts departments or serving as stagecraft assistants.

It is as stagecraft assistants that Negro youth are acquiring technical knowledge in a growing field, the Negro theater, according to Mrs. Rowena W. Jelliffe, associate director of Playhouse Settlement and director of the Gilpin Players. "They are not only learning technical details of design, building of sets, painting, and backstage work during the actual performance, but they are having the experience of trips to other theaters."

It is recognized that the youth assigned to settlement houses are not trained social workers. For many of them this is the first job they have had since graduating from high school. It is very valuable training as Albert M. Brown, NYA supervisor in charge of the Recreation Project, points out. "For general all-around training and work habits, associating with people, learning the value of working with children and what it means to a community, meeting a certain type of culture and education, and understanding the importance of leisure-time activity and recreation — these factors are worth a great deal to any youth just beginning to learn how to support himself."

As a further means of training youth to be recreation assistants, a series of courses was introduced by Mr. Brown. Meeting at different settlement houses, these young people have learned how to play more highly organized games, and they are taught the methods and techniques of gymnasium and club activities and of community singing, as well as a general understanding of recreation work in agencies.

Many opportunities are offered for their own recreation. At the Playhouse Settlement twenty-five young people organized their own club under the leadership of a staff assistant. They

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The Recreation Congress and National Defense

The Twenty-Fifth National Recreation Congress is meeting at a time when the country is putting forth every effort toward adequate national defense. Delegates to the Congress will seek to interpret the meaning for national defense of existing recreation services, and will consider in what ways their efforts may be redirected to meet the needs of the present emergency.

IT IS CERTAIN that the Twenty-Fifth National Recreation Congress in Cleveland, September 30-October 4, will be of striking importance. It may prove to be even historic for recreation.

The Congress will have this special importance because the movement of which it is the annual clearing house must now meet the unprecedented challenge of swiftly moving national and international events. Whatever the outcome of the present struggle in Europe, the United States will face serious problems.

Recreation like every other institution in the United States must face the searching tests imposed by the necessities of the great national defense program. Therefore this is a time for putting the recreational house in order and for looking with the greatest thoroughness to its efficiency. The American public will be in no mood to tolerate superficial or inept performance of recreational functions.

WINTHROP ROCKEFELLER

Mr. Rockefeller will speak at the Recreation Congress at Cleveland.

It appears now that recreation leaders are called on to do three things. First, to explore new ways of making more efficient what they are now doing; second, to interpret the meaning for national defense of existing recreation service; third, to redirect their efforts to fit the needs of the present emergency.

The program of general addresses and the numerous section meetings of the Cleveland Congress directly lends itself to these three purposes. The addresses of Mayor LaGuardia at the opening session Monday evening, of Arthur S. Flemming, Commissioner, U. S. Civil Service Commission, on Tuesday evening, and of Dr. Henry Noble MacCracken, President of Vassar College, on Wednesday, will stir our thinking on the role of recreation in the building of public morale. The exchange of thinking and experience in the section meetings and several special meetings on new themes will show how administrative and program services may be strengthened and in what direction recreational planning should proceed so as best to meet suddenly created new needs.

Among the section meetings just referred to will be the following: evaluation of a city's recreation service, practical methods for improving recreation personnel, two meetings for lay members of local boards addressed to recreation during the present emergency, fundamental financial problems affecting recreation, training recreation leaders, correlation of the work of public and private agencies, methods of interpreting recreation, and volunteers in public recreation.

The large advance registration and the letters received from prospective delegates indicate how seriously recreation leaders are weighing the relation of their work to the defense program now overshadowing everything taking place in the United States. No thoughtful person considers that any less recreation is needed. The real concern is over the peculiar relationship recreation bears to the common effort for defense. The American people need but to be reminded of the World War to recollect that recreation was then proved necessary to the preparation of both fighting men and unified loyal communities. It was not enough to teach soldiers and sailors how to handle weapons properly, to equip them and feed them adequately. They needed and got something more — leisure

experiences when off duty that contributed to their moral discipline and to a conviction that the ideals which as fighters they were expected to champion were worth fighting, and if necessary, worth dying for.

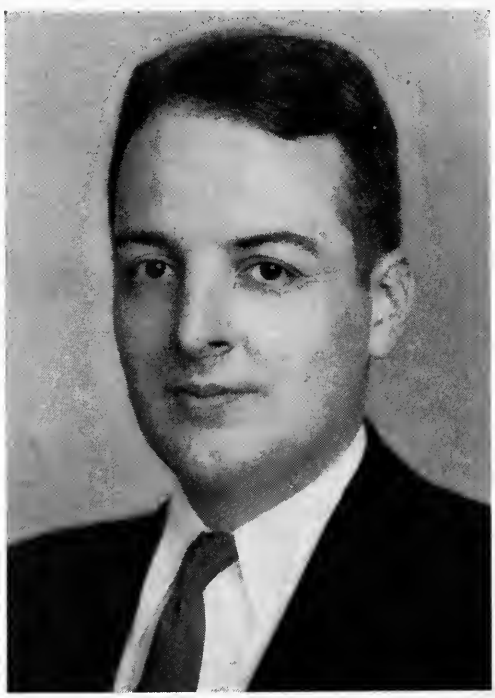
Every recreation worker is aware that American defense will not be made more easy by a low morale among a generation severely punished by the depression. Congress has voted billions of dollars for ships, guns and planes. Yet it takes more than these to build a stout defense. The real defense of the country rests in the deep conviction of the young people who may have to fight and the citizens that our democratic institutions are supremely worth while. As the American Youth Commission has pointed out: "Democracy will not be aided and the civilization of this country will not be advanced by the conscription of life that is underprivileged and unhopeful. This country can only be defended successfully by people who expect just treatment from it."

The morale of American youth will not be stimulated by diverting recreational funds, already all too meager, to other uses. A reasonable amount of recreation is a fundamental need of every individual and is an essential in our democratic way of life.

The positive disciplinary values of recreation often overlooked will be reviewed at the Congress. The physical and emotional disciplining in games, sports and

Jacob Crane, who is Assistant Administrator of the U. S. Housing Authority, will speak on the subject, "Recreation and Housing in Community Planning."

Arthur S. Fleming, Commissioner, U. S. Civil Service Commission, will be present at the Recreation Congress and will discuss "Leadership for Leisure."



nature recreation, the unifying influences of music, social recreation and clubs, and the contribution that community recreation makes to community feeling and civic consciousness will be interpreted.

Thus the urgent importance of not only holding but extending the notable gains of recreation during the last generation will be on the minds of all at the Congress. For the voluntary American system of recreation which stands opposed to totalitarian ideas and methods is one of the most precious possessions of our democracy. It represents the things which dictatorships tend to crush, human brotherhood, the principle of equality among men, the dignity of the individual human being, freedom from religious and racial bigotry and a striving for cultural values and the well-rounded development of human personality.

These are some of the issues which give a special meaning to the Cleveland Congress. The leaders and friends of recreation will meet to pool their thinking at a critical time when thoughtless and hasty public action may overlook the necessity of utilizing to the full the great service which the recreation movement is prepared to contribute to the maintenance of American morale.

Among the many men and women both familiar and new who will preside and take part in the Cleveland program are the following:

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Leadership in Recreation

By DWIGHT D. W. DAVIS, Ph.D.
Eastern Oregon School of Education

Those who would be leaders in the field of recreation must develop a sound philosophy toward the area of leisure-time pursuits, and take the initiative in individual preparation.

ONE OF THE first challenges that ought to be thrown in the direction of the person interested in becoming a leader in the field of recreation is this: develop for yourself some working philosophy, an attitude, toward the area of leisure-time pursuits.

I do not feel that too much emphasis can be placed upon the imperative necessity for doing this. Why? Because at a given time and a given place, the prevailing conception held toward play determines in large measure the position and function of recreational activities within that society.

Play was given an important role in the national life of the Greeks and the Romans. The mind and the body were considered to be inextricably interrelated; each exerted its influence upon the other. The goal for these people seemed to have been a sound mind in a sound body.

During the Middle Ages, and persisting down to the very recent past, the body of man was regarded as something evil. To abash the flesh was to attain spirituality since the spirit was thereby left untrammeled. It is needless to say that such a conception of the human body relegated play activities into the background.

Dr. Steiner has stated that "the hard struggle to conquer the wilderness and provide the necessities of life was too severe to give much attention to play . . . under such conditions it was natural to develop a philosophy of life that would exalt labor and look askance at unproductive activities." [1]

The close of the nineteenth century and the beginning of the twentieth witnessed, for the first time in nearly a thousand long years, the institution of recreation exerting itself for an increasingly more important role in contemporary life. Because its status was insecure, various theories of play were developed in justification of leisure-time pursuits. Most prominent among the theories were the following:

Play Theories

The Surplus-Energy Theory. In essence it maintains that after providing for the necessities of life we still have so much pent-up energy stored away within us that we simply cannot keep still; therefore we expend it in superfluous and useless exercise — blow off steam. [2]

The Preparation for Life Philosophy of Play. This concept assumes that all forms of play engaged in by children and youth are but a definite preparation for the pursuit of the more serious things of life. [3]

Recapitulation Theory. Every child, according to G. Stanley Hall, an exponent of this philosophy, re-lives the history of the race; each activity engaged in during one's life corresponds to the activities engaged in by the race during the various stages of evolution. For this reason it is called, often, the inheritance theory of play. [4]

Instinctive Theory. What is meant by this is best expressed by William James. "A boy can no more help running after another boy who runs provokingly near him, than a kitten can help running after a rolling ball. All simple active games . . . involve imitation, hunting, fighting, rivalry, acquisitiveness, and construction, combined in various ways; their special rules are habits, discovered by accident, selected by intelligence, and propagated by tradition; but unless they were founded in automatic impulses, games would lose most of their zest." [5]

Relaxation Theory. Because of the stress and strain of modern life upon the human body, man needs to play for relaxation, renewal and refreshment. "We have learned that it is not excitement that we seek in play, but release from those

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1 Steiner, Jesse F., *Americans at Play*, p. 11.
2 For an extended discussion of this theory, see summaries of Bowen and Mitchell, *Theory of Organized Play;* also Herbert Spencer's *Principles of Psychology.*
3 For a more complete discussion, see Carl Groos, *Play of Animals;* also his *Play of Man.*
4 See Hall, G. Stanley, *Adolescence*, Vol. 2, pp. 202, 223.
5 James, William, *Psychology*, Vol. 2, p. 427.

forms of mental activity which are fatigued in our daily life of grind." [6]

The Recreation Theory. This philosophy needs very little comment for to us it is perhaps the best known of all. The term "recreation," itself means "re-creation." Through play activities something happens to the body and mind so that we feel refreshed for further work, responsibility, and companionableness, as the case might be.

The foregoing theories of play might prove helpful to the recreation leader who is seeking to construct an attitude of his own toward the field of leisure-time expenditures. A word of caution might, however, be given. Taken alone, each of the theories advanced is incomplete; each has its weaknesses. Play is too complex a phenomenon to be explained by any one formula. Perhaps an amalgamation and synthesis of all the theories of recreation would be a closer approximation to the truth.

The Challenge to Leadership

Now that man has achieved hours for leisure that half a century ago were undreamed of, the universal question is what to do with it. The problem confronting leaders in the field of recreation is the enigma of wise and effective human utilization rather than one of foolish and reckless dissipation. The high-tide energies of youth and adult alike must be directed toward an embracement of intelligent living. The whole area of leisure must be revealed to them as a golden opportunity for communal, and hence world inspiration and elevation.

But if this would be achieved, the prospective leader of recreation must be willing to accept another challenge; it is the challenge to become cognizant of the truism that initiative in individual preparation is a cardinal element of leadership.

Too often this point is overlooked by those who possess potential leadership capacity. Somehow these people must be convinced that inherited potentialities in themselves are not enough; they must be developed to the maximum. But maximum development of skills is neither a gift of the gods nor an incidental by-product; it is a goal realized only through the continuous application of one's self to the opportunities at hand.

Leadership in the field of recreation is costly. Its exacting price is that of continuous preparation. This preparation must be extensive as well as intensive, for prophetic leadership demands not only specialization but also diversification. If the latter is sketchy it becomes well nigh impossible for the leader to see all important relationships. Variety of experience is essential. Without it, progressive leadership becomes difficult.

Many need to develop a broader concept of experience than they now entertain. It includes not only the knowledge derived from one's own action, practice, perception, enjoyment, or suffering, but it also embraces the knowledge derived by others from similar sources. For this reason we need to be impressed with the fact that the racial experiences of civilization are more significant than those of any one person. If we would move forward in the field of recreation, those within the area must become acquainted with past leadership program experiences as well as familiarizing themselves with universal contemporary play activities.

Qualify yourselves for a more creative leadership! This is the challenge that comes to those who would serve in the field of recreation. Only as we take the initiative in individual preparation and develop for ourselves a constructive philosophy about play can that challenge be answered.

"As in the vocational field we are finding that training may be too specialized, with the result that workers cannot adapt themselves to rapidly changing processes, so in the field of leisure-time activity we are learning that attitudes, interests, and capabilities are of even greater importance than technical skill in directing activities. No worker should be accepted for the least responsible position where dealing with people is the prime concern without careful consideration of his broad cultural background and potentialities for growth and development in the major qualifications." — From "Standards of Training, Experience, and Compensation in Community Recreation Work."

"No longer need play activities be justified. Indeed, recreation has become so thoroughly entrenched in the folkways of modern society, and so insistent has been this institution, that man has demanded and received more time for recreational pursuits. The development of this movement has been concomitant with the urbanization and industrialism of this age. Complete appreciation of this point by the recreation leader will enable him to discern more understandingly the present problems arising out of this field of activity."

[6] Patrick, G. T., "The Play of a Nation," *The Scientific Monthly*, Vol. 13, (1921), p. 353. See also his book, *The Psychology of Relaxation.*

Art for Everyman

By MARGARET E. MULAC
Supervisor
Women's and Girls' Activities
Division of Recreation
Cleveland, Ohio

AN OLD house in the heart of west side Cleveland, once the home of Lieutenant Governor, has become the first recreation center devoted to arts and crafts in the City of Cleveland. Its living room, dining room and library have been transformed into lecture and exhibition rooms, while the upper rooms have been made into art studios, a jewelry and metalcraft shop, sewing and homecrafts rooms, and dark rooms for photography classes. A station library specializing in books dealing with arts and crafts, gardening and nature has been established by the Cleveland Public Library for the convenience of class members.

Plans for the remodeling of the two-story barn in the rear of the dwelling are now nearing completion. Woodcraft, ceramics and metalcraft classes which are being housed temporarily in the dwelling will move to the Craft Shop, as the barn is to be called, as soon as accommodations are completed.

The property was acquired by the city through the purchase of a life estate. It is a large piece of land well suited to the plans on foot for establishing the grounds as a trial gardening center for garden clubs on the West Side. The Garden Center of Cleveland has agreed to aid financially and in other ways in establishing it as the West Side Garden Center of Cleveland.

The first center of this type in the city, it is rapidly gaining in popularity. Since its opening in October, a weekly average of two hundred persons have attended the classes which are held from 1:00-5:00 P. M. and 7:00-10:00 P. M. daily except Saturdays and Sundays. Saturday mornings are devoted to children's classes, when instruction in drawing, painting, woodcraft, photography, model airplane building and ceramics are offered.

At the beginning of the year a course in nature study was worked out with the Natural History Museum and plans made for regular lectures on winter birds, astronomy, rocks and minerals and spring wild flowers. The nature course is to be coordinated with the other interests of the child. If the child likes to draw, he will carry ideas gleaned from the lectures back to his other classes and work them out there. The plans included, too, the establishment of a nature room where cases prepared by the museum are displayed.

Up to this point the reader may have the mistaken idea that the going has been very smooth! Those who have worked with similar developments know that every new project presents its problems, but when the project must proceed with very limited funds the difficulties sometimes seem insurmountable. At the beginning, when plans were being made for the opening, many times the despair-thought came: "How will we ever find enough people to fill these rooms?" And just as many times and equally despairingly: "There will never be enough space here to fill the needs." In these days, with the trend toward hobbies taking a decided up-turn, we felt that there would be some interest, but with the project without precedent we did not know whether we would be swamped with registrations or simply ignored.

Registrations the first week ran well over 500,

but after the classes started about 250 persons started coming regularly. Week after week new members were added to the rolls, some to come regularly, others occasionally.

The Eternal Problem—Money!

The problem of tools and supplies was an acute one. We had a few woodcraft tools, linoleum tools and enough tools to start a jewelry and metalcraft class. The house, though well built, was old-fashioned and the lighting in many of the rooms inadequate. To adapt the living quarters into class rooms has been quite a problem, especially with limited funds. Many little things needed could not be secured through the regular channels of city purchasing. Funds had to be raised somehow to buy necessary items for the building and tools for classes. To ask for donations for a project so new was unthinkable. Somehow the money must come from the people who were benefiting from the center — and the needs were far greater than their ability to pay.

Because of city regulations there could be no charge for instruction, but voluntary contributions could be accepted, so this plan was devised: Every person who registered was acquainted with the facts and asked to become a member of the Crafts and Arts Club of the Center. Memberships were to be $2.00 annually for adults, payable in two installments, and 25¢ for children. Through this method over $140 was raised in the first four months. This was used to buy small tools, meet immediate needs and lay in supplies used in the classes. While every class member must supply his own arts and crafts supplies it is a convenience and a saving in time and money to be able to purchase the necessary supplies in the building. Lumber, art supplies, silver and sets for jewelry, and clay are all available at slightly above wholesale prices.

A house council consisting of representatives of the various classes was organized in December. This group, after electing a chairman, secretary and treasurer, drew up a constitution governing its activities and agreed to act in advisory capacity to the director of the center and the headquarters supervisor. Problems of the center are discussed and expenditures sanctioned. Members make efforts to get donations either in money, supplies, or tools needed for the center. Details of the meeting are taken back to class members and the needs made known to them. As a result, donations of tools, magazines for the library and supplies of all kinds are coming in.

The house council, in an effort to raise funds needed to supply the photography classes with expensive equipment, is planning a benefit. Whenever possible, skilled instructors make the equipment for the center. Through this medium print boxes for photography, easels and racks for the art classes, book shelves for the library, display cases for the Museum of Natural History exhibits, bulletin boards, benches and tables and office desks are being made in and for the center, the cost being only for materials, since the leadership is supplied by WPA.

Furnishing the Building

Plans for replacing the furniture (which in the beginning was donated by storage companies and renovated by the center workers) and the rugs (given by a local hotel) are now being contemplated. A furniture designer with the Ohio Art Project has designed suitable furniture in keeping with the nature of the building and that proj-

(Continued on page 393)

Introduction to Community Recreation

SCHOOL AUTHORITIES are aware of the increasingly close relationships between the fields of education and recreation. In a number of respects, community recreation problems have a direct bearing upon school programs and administration. *Introduction to Community Recreation,* recently compiled for the National Recreation Association by George D. Butler and published by McGraw-Hill Book Company, contains much material of interest and value to school people. This book is a comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships.

The subject matter of the book, as shown in the table of contents, is as follows:

Part I. Recreation—Its Nature, Extent, and Significance

I. What is Recreation?
Definitions — Essential Characteristics — Theoretical Explanations — The Recreation Movement.

II. The Importance of Recreation
Recreation, a Fundamental Human Need — Recent Changes Affecting Recreation—Recreation's Contribution to Other Community Forces

III. Agencies
Individual and Home Recreation — Governmental Agencies: Federal, State, County, and Municipal — Semipublic Agencies — Private Agencies — Commercial Agencies — The Need for Cooperative Planning

IV. Recreation—A Municipal Function
The Expansion of Municipal Services — Recreation Is Recognized as a Function of Government—Reasons for Municipal Recreation—Local Government Cannot Do the Entire Job

V. The History of Municipal Recreation in the United States
Significant Events in the Recreation Movement — Early Developments — The Playground Association of America Is Organized — Subsequent Developments—Recreation in the Depression

Part II. Leadership

VI. Recreation Leadership
Why Play Leadership?—Leadership Objectives and Methods—Recreation Leadership for Youth and Adults —Other Aspects of Recreation Leadership

VII. Leaders in the Recreation Department
General Qualifications for All Leaders—Types of Leadership Positions — Duties and Special Qualifications—Conditions vs. Standards

VIII. Training Recreation Leaders
Preliminary Training—Training for Executive Leadership—Training for Activity Leadership —In-service Training

IX. Selecting and Maintaining the Leadership Staff
Essential Factors in Selecting Workers — Sources of Workers — Selecting Workers — Examinations — Appointments — Maintaining Standards of Efficiency

X. Volunteer Service in the Recreation Department
Types of Volunteer Service — Procedures in Developing Volunteer Service—Citizen Groups

Part III. Areas and Facilities

XI. City Planning for Recreation
Recreation a Factor in City Planning—Types of Recreation Areas—How Much Space for Recreation?—City Parks and Playgrounds vs. School Areas — Methods of Acquiring Land for Recreation

XII. The Design and Equipment of Recreation Areas
Types of Outdoor Recreation Facilities — Principles in Planning Recreation Areas — Essential Factors in Developing Recreation Areas—Equipment and Game Facilities—The Design and Equipment of Specific Types of Areas

XIII. Planning Special Areas and Structures
Special Recreation Areas: the Bathing Beach, the Golf Course, the Camp, the Athletic Field or Stadium, the Swimming Pool, Boating Facilities, Picnic Centers, Others—Facilities for Indoor Recreation — Planning the Recreation Building — General Recreation Buildings — Special Recreation Buildings — Indoor Recreation Centers

Part IV. Activities and Program Planning

XIV. Recreation Activities
Satisfactions the Fundamental Test — Satisfactions a Basis of Classifying Activities — Nineteen Recreation Principles — A Classified List of Recreation Activities

XV. Program Planning
Principles and Methods
Criteria for a Com-

The new and comprehensive volume, *Introduction to Community Recreation,* has been welcomed as such an important contribution to the literature in the recreation field that it has seemed worth while, in an issue of *Recreation* devoted to schools and recreation, to present a detailed outline of the contents. The book may be secured through the National Recreation Association for $3.50 per copy.

munity Recreation Program — Important Factors in Program Planning—A Few Planning Suggestions

XVI. Organizing and Conducting Recreation Activities
Starting a Program in a City—Conducting Activities on the Playground—Conducting Indoor Center Activities — Organizing Sports Programs — Hiking — Special Community Events

Part V. The Operation of Areas and Facilities

XVII. The Operation of Playgrounds
The Function of the Playground — City-wide Playground Organization—The Playground Staff — Program Planning — Playground Programs—Other Aspects of Playground Operation

XVIII. The Operation of Recreation Buildings and Indoor Centers
City-wide Administration — The General Recreation Building: Staff, Finance, Uses, and Program — The Community House — The School Center

XIX. The Operation of Recreation Facilities
The Bathing Beach and Swimming Pool—Golf Courses — Winter Sports Facilities — The Stadium — The Municipal Camp

Part VI. Program Features and Services

XX. Arts and Crafts
On the Playground—In the Indoor Recreation Center—Special Arts and Crafts Centers—Other Features

XXI. Athletics and Sports
A Municipal Sports Program — City-wide Sports Organization — Water- and Winter Sports — Women's and Girls' Athletics — Athletics on the Playground

XXII. Drama
On the Playgrounds—In the Indoor Centers City-wide Services and Organizations

XXIII. Music
Types of Music Service — Music for Children—Music for Young People and Adults —Opportunities for Listening to Music—A Clearinghouse for Music Projects

XXIV. Nature Gardening, and Outing Activities
Nature Activities for Children—Nature Activities for Community Groups—Gardening —Outing Activities: Hiking Clubs, Horseback Riding, Bicycling, Day Outing, Camping, Fishing, Picnics

XXV. Other Program Features
Social Recreation — Dancing — Hobbies — Study Groups and Forums—Holiday Celebrations—Community Festivals

XXVI. Service to Special Groups
Home and Family Recreation—Industries—Churches—Institutions—Nationality Groups — Recreation for Negroes — Other Services: Preschool Children, Tourists, Servicemen, Transients — Emergency Service

XXVII. Typical Municipal Recreation Programs
A Summary of Recreation Facilities, Programs, and Services in Oakland, California — Hartford, Connecticut—Sioux City, Iowa — Hastings on Hudson, New York — Two Rivers, Wisconsin

Part VII. Organization and Administration Problems

XXVIII. The Legal Aspects of Municipal Recreation
How Recreation Legislation Developed — State Recreation Enabling Acts—Local Recreation Legislation—Legal Liability of Municipalities — Recreation a Governmental Function

XXIX. Municipal Organization for Recreation
Suggested Organization Methods — How Municipal Recreation is Conducted—Organization Trends—A Comparison of Services Rendered by Different Authorities — Cooperation—General Organization Principles

XXX. Organization of the Recreation Department
The Recreation Board or Commission—The Recreation Executive—Other Managing Authorities — Departmental Organization—Departmental Organization in Several Cities

XXXI. Financing Recreation
Sources of Funds for Land and Improvements—Sources of Funds for Current Operation — Fees and Charges — Recreation Expenditures—Recreation Budgets and Financial Reports

XXXII. Records, Reports, and Research
Types of Records—Record Forms—Measuring Recreation Service — The Annual Department Report—Research in the Recreation Department—The Recreation Survey

XXXIII. Publicity for Recreation
Importance—Purposes—Content—Mediums: Newspapers, Radio, Meetings, Exhibits and Demonstrations, Motion Pictures, Publications, the Recreation Trial — Methods in Special Campaigns

XXXIV. Cooperation and Relationships
Cooperation with Public Departments: School, Park, Library, Housing, and Others — Cooperation with Private Agencies — An Example of Community Cooperation

The following topics discussed in *Introduction to Community Recreation* suggest the inter-relationships of recreation and education.

Administration of community recreation by school departments. *Introduction to Community Recreation* contains detailed accounts of community recreation programs provided by the school authorities in Milwaukee and Sioux City.

(Continued on page 391)

Adventuring With Food

By RACHEL GORDON
Malden, Massachusetts

POSSIBLY this is a form of diversion we have almost overlooked, but remember always that eating is one of the oldest forms of recreation and "simple food eaten with friends is often longer remembered than the most expensive banquet."

Under the guidance of a teacher of Home Economics, the students of Malden High School are finding opportunities for exciting adventures with food. The girls, through a club, are given a chance to discover what our community has to offer in the way of leisure time opportunities. They are surprised to find out how much there is to enjoy, and they show real interest and participation in the life around them.

This club, called "Food Adventurers," was organized over a year ago, and the members have found food adventuring a fascinating hobby because its newness creates an element of adventure and romance, and it offers unlimited opportunities to enrich the use of leisure time. It is a practical hobby, too, because it is suited to the interests and abilities of girls.

How did this club originate? Merely from an idea! An enjoyable experience in being interviewed on an educational radio program from a Boston studio gave me food for thought. I decided immediately to organize a club of our high school girls. Imagine my surprise when one hundred girls signed up the first day! Membership, which was not limited, included girls from the general, commercial, and college courses, for every girl should realize that cookery is a fine art.

The Food Adventurers are my pride and joy! Through this group we are finding happiness right where we are, and we are discovering that hobbies in which all the group can take part are an excellent device for having fun together.

The aims of the club are to develop a finer appreciation of the home, to create a desire for good food, to enrich leisure time, to arouse vocational interests, and to stimulate an interest in Home Economics. Our colors are green and white — green, for growth, and white meaning joy.

"The deepest joy in life is to be creative. To find an undeveloped situation, to see the possibilities, to identify yourself with something worth doing, put yourself into it, and stand for it — that is a satisfaction in comparison with which superficial pleasures are trivial."

Food is my vocation and also my avocation. As a hobby for high school girls, food adventuring seems to me ideal, for it means forming new friendships in school, adventuring in good eating, corresponding with girls in foreign lands, collecting menus from all over the world, enjoying fascinating educational tours and listening to foreign travelers and artists in the food world.

Various departments in the school have been very helpful. The boys in the Print Shop have made our membership cards and tickets; several girls from the Art Department have designed postors, and other students are writing radio scripts. Outstanding talent has been found in this club. One member received national honors in music, and another girl is featured several times a week over one of the radio stations. The daily newspaper and the editor of the school paper have been very generous and given the club splendid publicity.

Special Events

Each month two or three events are planned: a tour through a candy factory, a delightful travel lecture and dinner at a place internationally known for its food and hospitality; a talk by a stewardess from one of the Airlines; a tour through the kitchen of a large hotel, with supper at a little foreign restaurant; or a talk by the superintendent of dining cars, a tour through a publishing house; the experience of seeing a daily newspaper go to press, afternoon tea and a tour through a well-known museum. These are a few examples of our club activities, but they give a glimpse of the variety of our interests.

One Saturday morning, four of the girls represented the club on a radio food quiz as guests of a well-known culinary authority. Each contestant emerged victorious with a perfect score! A few weeks ago the club enjoyed a demonstration of making scrapbooks with Chinese binding, which is the oldest form of bookbinding known today.

Last October I had the opportunity to attend several sessions

(Continued on page 390)

WORLD AT PLAY

Cincinnati's Annual Negro Festival

ON Sunday afternoon, June 9th, Cincinnati's third annual Negro Music Festival was presented under the direction of Clarence Cameron White of the staff of the National Recreation Association and with the sponsorship of the Municipal Music Advisory Council and the Public Recreation Commission. There were three hundred members in the chorus, which sang a number of classical selections and a group of spirituals arranged by Dr. White. One of the members of the chorus who attended every rehearsal was ninety-nine years of age.

Municipal Camps for Oakland

THIS year marks the twentieth season of municipal camping promoted by the city of Oakland, California. The project, which began with one camp, now embraces five summer vacation camps operated on a cost basis. Four of these camps—two family camps, one for boys, and another for girls adjacent to the family camps —are within national forests. Outdoor and mountain sports, evening campfires, and dramatics have a place on the program of the family camps. Activities at the supervised children's camps include games, horseback riding, swimming, fishing, and handcraft. There is another camp for girls twelve miles from the city on municipal golf course property, which provides camping experience for those girls unable to go to a mountain camp. The cities of Berkeley, Los Angeles, Sacramento, Stockton, and San Francisco also maintain camps within national forests.

Greensboro Has Part in Folk Festival

A GROUP of twenty singers selected from the 100-voice community choir of the Windsor Community Center, Greensboro, North Carolina, took part in the seventh annual National Folk Festival held in Washington, April 25-27, 1940. There were many favorable comments on the group's dramatization of a camp meeting scene in which traditional old-time spirituals were sung in their natural old-time way. Mrs. Franklin D. Roosevelt sent a note of congratulations to Harry K. Parker, Director of Negro Recreation of the Windsor Community Center.

A City Promotes Fishing

THE Department of Public Recreation of Bethlehem, Pennsylvania, is helping to promote fishing as a hobby by publishing a list of the streams stocked for 1940 by the State Fish Commission and by promoting bait and fly casting tournaments.

Children's Book Week—1940

THE twenty-third anniversary of Children's Book Week will be observed this year November 10th to 16th. The theme for the week, "Good books — good friends," offers opportunity for a variety of interpretations. During this week programs, projects, exhibits, and other types of community observance will be developed by librarians, teachers, club leaders, and all leaders of boys and girls. A manual of suggestions with pictures, publicity releases, and other promotion aids is being prepared. In addition to suggestions for planning Book Week programs, the manual will contain information regarding the history and significance of the week. Further information may be secured from Miss Marion L. Woodburn, Assistant Director, Book Week Headquarters, 62 West 45th Street, New York City.

An Interchurch Drama Festival

THE Lansing, Michigan, Recreation Department, with the endorsement of the Lansing Ministerial Association, in April conducted an interchurch drama festival for the purpose of encouraging religious drama in as many churches as possible and of promoting a spirit of goodfellowship among churches of all denominations and creeds. Four churches entered the festival.

A New Peter Pan Playground

A PUBLIC-SPIRITED citizen of Hamilton, Ontario, Canada, has presented the city with a plot of land 300′ by 160′ for use as a younger

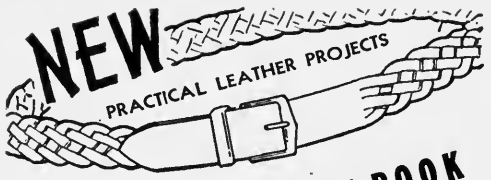
children's playground. The unknown donor will pay the expense of having the plot graded and equipped with apparatus, and will maintain it without expense to the city. At the request of the donor it will be known as the "Peter Pan Playground."

A Model Boat Regatta in Essex County—In May, the Montclair, New Jersey, Model Yacht Club was host at the dedicatory Class A regatta held at the new Verona Yacht Basin constructed by the Essex County, New Jersey, Recreation Commission. There were contestants present from as far south as Washington and as far north as Boston, ranging from mechanics to wealthy retired business men. The boats sailed were valued at between $500 and $600 apiece, although to a man who can build his own boat the cost does not run very much over $100. These 50-inch boats must be built and sailed under as exacting mathematical regulations as are the large international cup sloops.

First National Paddle Tennis Tournament—The first national paddle tennis tournament under the auspices of the United States Paddle Tennis Association is being conducted by the Manhattan Beach Athletic Club at Manhattan Beach, Brooklyn, New York. The tournament began August 26th and will continue until September 14th. Classifications will include tournaments for boys and girls who have not reached their twelfth birthdays (August 26th to 31st); junior tournaments for boys and girls who have not reached their sixteenth birthdays (September 2nd to 7th); and open tournaments for men and women, amateur or professional (September 8th to 14th). The entry fee is ten cents for boys, girls, and juniors; twenty-five cents for the open tournaments.

Teachers at Play—1940 marks the fourteenth birthday of the Los Angeles Faculty Sports League composed of teachers from all of the city's schools. There is competition in eight sports: golf, volleyball, handball, pistol shooting, badminton, tennis, bowling, baseball. A trophy for volleyball and another for baseball are presented by the school which acts as host for the Annual Faculty Sports League Banquet, the climax of the year's activities.

Milby Park Club House—On July 17th the Milby Park Club House was dedicated in Houston, Texas. This beautiful new park was given to the city by Mr. and Mrs. George Hamman.



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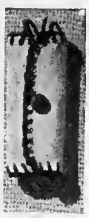

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FRANK PEER BEAL — father of Paddle Tennis announces three new games for the Recreation Center for 1940

1. MINI-GOLF—A new idea that teaches the rudiments of golf and affords lots of pleasure to both youngsters and oldsters.
2. SHUFL-OFF—A variation of Shuffleboard that can be played in the gym, the playground or the street.
3. PADMINTON—Badminton with a Paddle—Low upkeep cost and all the sport and fun of badminton.

These games are priced to meet your budget —write for descriptive circulars

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Party Books
make the task of entertaining actually fun

Just Out
SUCCESSFUL PARTIES
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"Louise Price Bell has gone to no end in party varieties. Included in her well-planned book are menus as well as recipes. Table decorations as well as invitation suggestions. Special Days parties such as Valentine's Day, Hallowe'en, Washington's and St. Patrick's. Suitable games for all occasions. How to make doodads for decorations, and what to use. For any housewife who plays hostess to her guests, to the Y.W.C.A. director, to the entertainment committee of any church. Community Center or school, and to any eager to entertain guests successfully, **this is the exact book you've been looking for.**"—Pittsburgh Courier.

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By LOUISE PRICE BELL
Fun, Frolic and Feasting for all sorts of occasions
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DULUTH, MINN.

World's Fair at Bethlehem—The final playground pageant of last year's summer playground program in Bethlehem, Pennsylvania, was the World's Fair presented by all the playgrounds during the ninth week of the season. Special features of the pageant were dances and games of different countries, and dramatizations by three playgrounds. Exhibits included the Court of Sports, flowers, hobbies, handicrafts, and the Community Activity Courts.

You Asked for It!

QUESTION: We are having a great deal of difficulty in our centers in getting the more timid boys to dance with the girls. Can you suggest any solution for our problem?

Answer: Many communities are facing this problem. In some communities the surroundings and conditions are all favorable. There is a fine WPA orchestra playing the best tunes. There is a lighted gymnasium with plenty of room, and there is also a chattering mob of adolescent boys and girls standing on the side lines. In this picture four things seem to stand out most clearly. First, we see one girl dancing with another. They dance together because both girls know how to dance. There are no inhibitions as those which come into play when they dance with boys. The girls know each other well; the subconscious fear of the opposite sex is not functioning. Finally, both the girls are good at dancing.

Again in the picture we see many boys standing on the side lines. They would like to dance but they don't for a number of reasons: (1) They do not know how to dance. (2) They don't know how to ask a girl to dance. (3) There arises in their minds the fear that the girls whom they ask cannot dance. (4) They dread the razzing from their pals. (5) They hate the idea of being "stuck." (6) Some are very self-conscious about the correctness of their clothing.

Another reason for the difficulty is the fact that there are many girls on the side lines waiting to be asked to dance. They aren't invited, and if they were many of them would not dance. Some are "choosy" about the boys with whom they dance, and some actually fear the possibility of getting a roughneck boy.

LOUISVILLE SLUGGER

BASEBALL BATS

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SOFTBALL BATS

Exhibition Space 23 Come and see us
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Finally, even the brave boys who do make the effort are made fun of when they attempt to dance.

These, in brief, are some of the things which cause headaches for the community center director. But here they are, hundreds of them, suffering from social inertia. Why are they here?

Five reasons might be mentioned: (1) They desire to socialize, to see others and be a part of the group. (2) They enjoy listening and keeping time to the beat of the music. (3) The dance serves as a meeting place for friends and acquaintances. (4) They would like to experience the thrill of dancing with the opposite sex. (5) Finally, they respond to the opportunity to express themselves through rhythm.

What can be done?

Before the dance a few of the boys and girls who are recognized as leaders might be persuaded to lead off. Someone has suggested that clever name cards be given to each person as he or she enters the building. A number of directors have suggested to the girls that it is their responsibility to make the advances in a subtle way. If dancing classes are organized, a number of leaders feel, the boys and girls should be taught social dancing etiquette. Another suggestion is that in order to eliminate side lines a certain section be set aside for those who want only to watch and that they be confined to this area. Finally, dance mixers might be introduced every third dance. — *David M. Braswell, Jr.,* Reading, Pennsylvania.

Objectives of a Program of Extra-Curricular Activities in High School

(Continued from page 362)

hat one must suppress one's own individual opinon if it works harm to others. They must learn ıot only how to govern others but also how to ;overn themselves. In services to their commuıity, the school, they learn that in a democracy ociety may not exploit the individual nor may he individual disregard the interests of society. n service work the emphasis should be on houghtfulness and consideration for others.

The successful operation of such a program as ere described requires careful organization and dministration. It is not sufficient to have the ight type of teacher for each activity, but it is lso necessary to conduct a campaign to enlighten upils in order to attract them to the activities so hat they may derive the benefits of an activity rogram. This naturally raises a series of quesons, some of which were propounded in the beinning. If we think these activities important

enough to consider them worthy of a place in attaining the goal of education in a democracy, and if we hold as our objectives those previously mentioned, then every pupil ought to be appealed to to enter some activity.

Organization in One School

In the James Monroe High School, New York City, with an enrollment of about 10,000 pupils, the extra-curricular program has been organized in the following manner:

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familiarized with the extra-curricular activity program through an assembly in which the opportunities are explained, posters in the school corridors, the school newspaper, and occasionally through a questionnaire asking them what activities they'd like. During the fifth week of the term the school's activity opportunities are again emphasized, and during the tenth week of the term all pupils submit to the central activity office a complete list of all their current extra-curricular activities. A selected group of students evaluates the activities according to a point system. No pupil may carrry more than a certain number of points per term and no pupil may participate in more than two sports or two clubs per term except in rare cases.

At the end of the term each faculty adviser of an extra-curricular activity submits to the central office ratings for all pupils in his or her activity. In rating, teachers are urged to consider the progress made by the pupil in the activity and the regularity of attendance. These ratings are recorded on an activity card as a fraction, the numerator indicating what the pupil actually earned and the denominator indicating the maximum possible for that activity. The completed activity cards are given to the home room teacher or section officer, who transcribes the entire card to the pupil's permanent record sheet. Thus his activity record takes its place next to his scholastic record, and guidance has a new avenue of approach and becomes more meaningful.

Adventuring With Food

(Continued from page 385)

of the National Recreation Congress at the Hotel Statler in Boston, and to my delight I learned that I could obtain membership for my club. The Food Adventurers are very happy to be members of such an organization, and we look forward to the monthly copy of RECREATION.

Our latest activity includes a Food Adventurers Club for boys. Plans for the new organization were discussed at a supper party. The highlight of the evening came when the four male chefs were ushered into the kitchenette and given recipes. They displayed their culinary art by preparing supper, while a group of girls from the Food Adventurers Club were on hand to enjoy the masculine menu. Although there were four cooks the broth wasn't spoiled; in fact the supper tasted grand to all of us. Inviting a group to your home does not mean that you have to plan for weeks ahead, as half the fun of a supper party of this kind is its impromptu character.

A few weeks ago a group of boys enjoyed a very delicious luncheon at a well-known restaurant and a secretary from the Boston Y.M.C.A. was their guest speaker.

Food adventuring has educational and recreational values, and it is my ambition to make this club a feature that will be of interest to the teen age and maybe even the adults.

It's Being Done in Nature Recreation

(Continued from page 375)

United States Office of Indian Affairs, Washington, D. C. Now that it is increasingly difficult to go abroad, here is an opportunity to gain an idea of native art expressions of "pagan" (?) origin.

"Quill and Beadwork of the Western Sioux." Excellent illustrations. May be secured from address given above. $.50.

"Pottery of the Southwestern Indians," "The Indians of Manhattan Island and Vicinity," and "Indian Beadwork" compose the three valuable guide leaflet series issued by the American Museum of Natural History, New York City.

"How to Talk in the Indian Sign Language"

is a booklet published by the B. F. Goodrich Rubber Company, Akron, Ohio.

Vanishing Species of American Wild Life. This book with colored plates is nearing completion and will be published by the National Park Service.

Camp Greentop, Catoctin Recreation Demonstration Area. This area in Maryland, which is sponsored by the Maryland League for Crippled Children, has a highly developed nature program. One feature is a 3:30 A. M. sunrise walk and bird hunt. The camp is co-recreational. Miss Mary E. Church is secretary of the League; Mr. Ernest Marx, director of the camp.

Know Stars. Tank commanders in the United States Army, just like pilots at sea, have to know the stars for steering purposes.

Fish and Wild Life Service is the new name for the combined Bureau of Fisheries and Bureau of Biological Survey. Formerly the black bears were under one bureau, the white bears under another, and brown bears under a third. The new plan will be less confusing to recreationally-minded folks since bears are still the center of attraction to park visitors. The greatest problem is with visitors who insist on feeding the bears rather than with the bears who have been taught to beg for food. If there are "hold-up" bears it is the fault of the public!

Camping in the State of Georgia. The United States Park Service announces this report, the first in an eastern state. It is a part of the national study of camping being made in connection with the Park, Parkway and Recreational-Area Study.

Pymatuning Park on the Ohio-Pennsylvania state line covers a greater area than any other body of water within the state of Pennsylvania. A five-page report issued by the Department of Forests and Waters tells about its recreational possibilities and regulations.

Friends of the Land is the name of a new conservation association. Russell Lord has been named editor of the association's magazine, which will appear under the title, "The Land."

"The National Recreation institute held in Newark in 1936," writes L. C. Wilsey, Supervisor of Recreation, Essex County Park Commission. "was the inspiration for our nature program. which has boasted a full-time ranger during July and August since 1937, and a program of nature exploration on the playgrounds which is growing to extent each year. The ranger's services are available the year round to groups of twenty or more desiring to hike over the reservation trails. Last year twenty-four such trips were conducted serving 912 persons."

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Introduction to Community Recreation

(Continued from page 384)

Cooperation of the school with the city. Local recreation commissions often contain representatives from the school board and in this way the schools share responsibility for recreation plan-

INTRODUCTION TO
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RECREATION

Edited for the
NATIONAL RECREATION ASSOCIATION
by GEORGE D. BUTLER

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THE PURPOSE of this important new book is to fill the need for a comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships. Special consideration is given to those forms of recreation which require a large degree of organization and leadership, and in which participation plays an important part.

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Mr. Clarence W. Sumner, Chief Librarian, The Youngstown, Ohio, Public Library, writes: **"The American Citizen** is serving a vital need of the times and should be in every public, college and school library in the country."

Mr. E. R. Selleck, Superintendent of Schools, Des Plaines, Ill., says: "I greatly appreciate the way in which **The American Citizen** is serving our educational needs in advancing a better understanding and appreciation of true Americanism. The movement to recognize the importance of becoming twenty-one years of age and the growing sentiment which puts the community in the position of sharing in the celebration of these twenty-first birthdays, makes it imperative that we have a magazine that clears the experience of these communities."

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ning and activity programs. The book discusses the school administration of the community recreation system; organization charts indicate the relation of school officials to the recreation department.

Use of schools for community centers versus special recreation buildings. There is, in this volume, a list of the activities carried on in various school rooms in Newark, New Jersey, and a discussion of the whole question of school centers and their operation.

Service rendered to the schools by the recreation department. Throughout the book there are statements and descriptions of the ways in which school groups are furnished recreation services by recreation authorities. Recreation activities in leisure time and extracurricular programs. The chapters on activities and special program features are particularly helpful in understanding the values and methods of organizing various forms of recreation activity.

City planning for recreation and school planning. Consideration is given to the place of school plant planning in city planning.

Training courses for paid and volunteer leaders. School authorities should be familiar with the content of college courses necessary to train workers for the recreation field and also the methods used in training volunteer leaders.

Outside agencies competing with the school for the children's time. The school people should be aware of the diversified agencies that are furnishing recreation to school children—their activities, standards, etc. In *Introduction to Community Recreation* there is a review of these varied community agencies.

This book has been adopted as a text and has been used in training and recreation courses in various colleges, among them are the University of Georgia, Chautauqua Institute, Illinois State Normal University, University of Minnesota Ohio State University, Pennsylvania State College, Purdue University, Springfield (Massachusetts) College, Syracuse University, Teachers' College, Columbia University, and University of Illinois.

As text, manual, or source book, *Introduction to Community Recreation* is informative, useful and almost indispensible to school authorities in their close relationships with the allied field of recreation.

Art for Everyman

(Continued from page 382)

ect will make the furniture. Another project will weave rugs for their entire building. The rugs will cost only the price of the warp as the other materials are salvaged from the sewing project which makes clothing for relief clients.

Art exhibits are furnished regularly by the Ohio Art Project for two of the exhibition rooms; the other is already filled with the work of the members.

The project is less than six months old. While satisfactory progress has been made, there is still much to be done. As the classes progress and become more advanced, their needs increase proportionately, and there is a constant cry for enlarged quarters, new equipment, more tools. Luckily, interest increases in proportion to the needs, and a few dollars come in for dues for new members and old members make gifts. The building, homelike in atmosphere, charming in its uniqueness, arouses in the members an affection which overlooks inconveniences and problems that cannot be immediately remedied.

The longer the classes meet the closer they grow. Strangers to each other before, common interest and frequent associations have welded the members into friendly groups. It is upon these groups that the future and growth of the center rests. Through concentrated efforts the funds can be raised to meet the needs of the center to make it one of the best equipped and most unusual arts and crafts centers anywhere.

Antioch's Truck-Treks

(Continued from page 371)

student succeeds in this experience he has taken a big step forward in his social education. "Learning by doing" is daily routine on the Antioch tours, and the presence of both girls and boys on these trips broadens considerably the value of the lesson in social living.

In the modern world we are apt to forget the solid pleasures and enduring benefits which result from a life close to Nature, even from the small hardships we encounter daily while "roughing it." Spending a summer in this fashion has a marked effect upon one's ability to adjust to new situations, and this adaptability is an extremely useful quality for life.

The Matter of Finances

A word is in order now about how the Antioch trips are run, and particularly about how they are financed. The Thorne-Loomis Foundation of New York lent Antioch College two trucks for industrial tours in 1931, but shortly after, because of the depression, discontinued its tour projects. The trucks were then given to the College to carry on industrial tours in whatever manner it could work out. These original trucks were given hard use and have long since worn out, but their successors, purchased jointly by the College and Thorne-Loomis, have carried on with greater interest and more ambitious trips each year. The Antioch Tours are now on a self-supporting basis and a proper rental is charged to take care of depreciation and provide for replacements.

The leader—usually one of the faculty but in some cases an older student—is selected in the fall of the year, and he outlines the itinerary, promotes the trip, and assembles a party before summer. The leader's expenses are paid, but to date no salary has been provided for his services. A budget is made up in advance and the members of the party are assessed a per capita share of the estimated total expense. In addition, each one deposits with the College bursar ten per cent more

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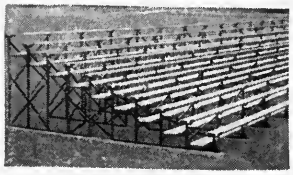

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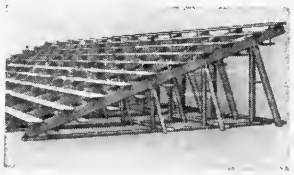

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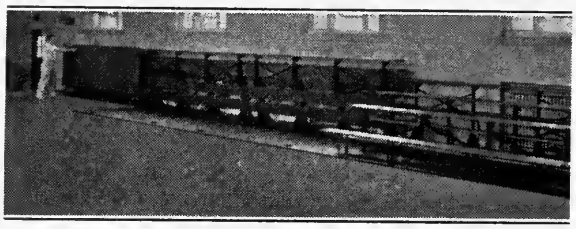

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to serve as a reserve fund, used only in emergencies. The leader takes charge of funds and also directs the trip. However, the individual students are assigned special tasks and responsibilities so that there is a definite division of labor with each one doing those things he is best suited to do. The average cost of the summer trip is $135 per person. This covers, usually, a ten week's tour.

Two years ago, one of the Antioch trucks went to Europe and toured England, France, Italy and Germany. The truck was put on shipboard with the party, and ferried across for $250 round trip. This and passenger fare ran up the cost of the tour, but only to the extent of about $150 per person in excess of the usual costs.

The summer's trip in 1940 will be to Mexico and the plans are for a mixed group, with two trucks. Though this trip will be to a foreign country no boat fare is involved and costs probably will not exceed the usual rate.

Antioch is proud of these summer adventures and is convinced that they have unique educational value. In order to spread the benefits she will be glad to provide information about the trucks and the tours to other colleges or institutions interested in establishing a like plan of their own. It is within reach of all, and should take on.

The Recreational Life of Teachers

(Continued from page 354)

Reading even appeared significantly on the list of recreational desires.

In general, the activities in which the majority of this group participated frequently represented diminution of effort, rather than altered direction of effort, as compared to the usual day's work in teaching; and they were outstandingly of a solitary rather than social nature.

The recreational desires expressed by the group were activities largely of an expensive type, requiring considerable leisure, and facilities and organization quite beyond the ability of the individual to provide for himself. There was definite evidence of a serious gap between the desires of the group and their capacity to fulfill these desires; thus the dissatisfaction which was general throughout the group.

In terms of the desires of the group, then, it must be concluded that the recreational activities reported were inadequate and unsatisfying. However, it must be recognized that psychological wants are never really satisfied, particularly with a relatively highly educated group such as this,

and so to base judgment of adequacy and satisfaction solely upon such wants would be futile.

From the point of view of criteria of desirable recreation, the activities of this group appear in a much more favorable light. They do meet, in general, these criteria: that is, the outstanding activities do have their incentive and fulfillment in the individual himself rather than in external coercions; they are activities of a type relatively permanently interesting, they do offer contrast to the daily work of teaching, and, in general, they are at least compatible with physical and mental well-being. At certain points questions may be raised. It is possible, for instance, that somewhat more of the outdoor and active type of recreation would enhance physical well-being; it is also possible that somewhat more of the social and less of the solitary type of activity would augment mental well-being. These, however, are problems which depend largely upon the individual and upon that individual's adjustment to life as a whole. Recreation is such an individual matter that it is impossible to say that some activities are desirable because they are active or social, and that others are undesirable because they are passive or solitary, when, for certain individuals, a passive or solitary activity may provide those lasting satisfactions which no amount of active or social recreation could possibly supply.

The recreation of teachers is affected directly by some of these same conditions which constitute a hazard to their mental health, i.e., overwork, the fatiguing character of the work, poor pay, insecurity, etc. This very field of life, which should be functioning to counteract these hazards, is being curtailed instead, through their influences. Amelioration of these conditions would unquestionably affect favorably both the adequacy and satisfaction of teachers' recreation, as well as their physical, mental, social, and economic status. This, most certainly, is the end really to be desired and the goal earnestly to be worked for by all those interested in teacher welfare.

In the meantime, however, it does not seem unreasonable to believe that real recreational values may be found even in types of activities which are relatively inexpensive and which do not require large amounts of leisure. It is true that the development of such interests does require imagination and initiative, but this should not prove a serious obstacle for a group such as constitutes the teaching profession.

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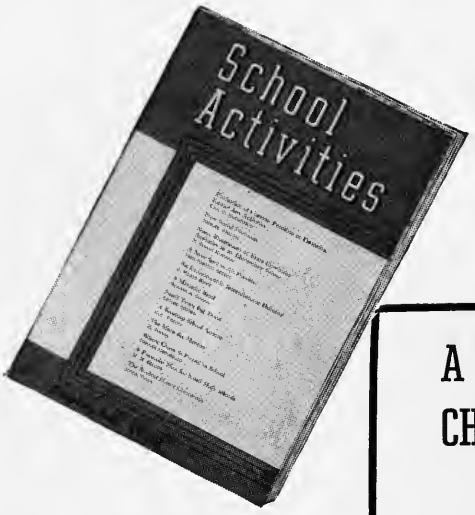
A "Hang Out" Room for Sioux City Youth

(Continued from page 372)

only one of a number of different activities emphasizes the significance of its popularity. There are arts and crafts classes once a week, a hobby shop, gym classes for men and women, archery, dancing in the gym; twice a week there is a dramatic club; three times weekly the game room is open for any sort of card game or novelty game. The table tennis room, too, is available three nights weekly. Twice a month an all-center party is held when the other rooms close. So, on the nights the hang out room is open, you will find Woodrow Wilson school full of activities of many sorts. But in spite of other attractions, the hang out room has thus far been extremely popular, and it is usually full of young folks who come and go from the other rooms or stay the entire evening.

The Junior League is supplying volunteer help, and on each night the hang out room is open,



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three Junior League members are there to act as hostesses. They make no attempt to direct activities but merely make friends and join in the games and conversation when they are approached. Sometimes the young men and women are a little reticent with them at first, but after the hostesses have shown a genuine desire to be friendly the response is entirely satisfactory. Presently they find that the "hang outers" are talking to them eagerly about all their many and varied ideas, ambitions and problems.

So far we have not had the slightest difficulty getting our members to go to the center. Those who do go seem to feel that the contacts are every bit as interesting to them as they could possibly be beneficial to the "hang outers." Entering the room is a great deal like walking into someone's living room. The chances are that Bobby and Frank and Dave will be playing bridge with one of the hostesses while Vince and Joe, the heart throb, do a bit of kibitzing. Mike will be in a corner reading, Al and Bobby, the clowns of the gang, may be grouped about the radio with Mary and Helen listening to their favorite program, and there will be many small groups, oblivious to everything, just talking. If you try to find out about what, you'll find it may be anything from personalities to religion.

A casual survey of the magazine committee shows that the picture magazines, *Life, Look, Click,* and others in this class, are much the most popular. Popularity of radio programs is more varied. Perhaps Major Bowes is the general favorite. As one of our workers puts it, probably this magic vista which pictures young people getting a break for something "really big" has a particular appeal for them.

Suggestions from the committee in charge were: larger quarters, additional comfortable chairs or davenports, many lamps, and if possible, a branch lending library.

So far as we know, we are the only Junior League doing this type of work. At any rate, what started out as an innocent little bit of constructive work has turned into an unusually interesting project, and expansion is to be considered. Recently there have been visiting groups from other recreation centers wanting to know why they, too, can't have a hang out room.

The Recreation Congress and National Defense

(Continued from page 378)

W. A. Stinchcomb, Director, Cleveland Metropolitan Park District; George Hjelte, Superintendent, Department of Playgrounds and Recreation, Los Angeles; Clarence E. Ridley, Director, The International City Manager's Association, Chicago; V. K. Brown, Director of Recreation, Chicago Park District; Dorothy C. Enderis, Department of Municipal Recreation and Adult Education, Milwaukee; G. Ott Romney, Director Recreation Section, Federal Works Agency; Jacob Crane, Assistant Administrator, U. S. Housing Authority; Mark McCloskey, Director of Recreational and Community Activities, Board of Education, Brooklyn, N.Y.; Elmer D. Mitchell, Chairman, Department of Physical Education, School of Education, University of Michigan; Clyde Doyle, President, Long Beach Recreation Commission; William E. Mosher, Dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University; C.E. Brewer, Commissioner of Recreation, Detroit; Dora E. Dodge, Director, Worcester Girls' Club; E. O. Harbin, Young People's Division, General Board of Christian Education, Methodist Episcopal Church, South, Nashville; Benson Y. Landis, Executive Secretary, American Country Life Association; James A. Garrison, Superintendent, Austin Recreation Department; Lebert H. Weir of National Recreation Association; C. W. Tillinghast, Regional Director, Pennsylvania Economy League, Inc., Philadelphia; A. D. Taylor, President, American Society of Landscape Architects; E. Dana Caulkins, Superintendent, Westchester County Recreation Commission; Oscar A. Kirkham, Executive Secretary, Young Men's Mutual Improvement Association, Salt Lake City; Ellen Eddy Shaw, Curator of Elementary Instruction, Brooklyn Botanic Garden; Harold M. Gore, Head, Department of Physical Education for Men, Massachusetts State College; Philip L. Seman, Chairman, Chicago Recreation Commission; George A. Bellamy, Director, The Hiram House, Cleveland; Leyton E. Carter, Director, The Cleveland Foundation; Garry C. Myers, Editor-in-Chief, "Children's Activities," Chicago; Frank Cozzoline, President, Board of Education, Newark; H. C. Ramsower, Director, College of Agriculture, Extension Service, Ohio State University; Tam Deering, Director, Public Recreation Commission, Cincinnati; Mrs. Eugene Meyer, Seven Springs Farm, Mt. Kisco; C. L. Brownell, Professor of Physical Education, Teachers College, Columbia University; Floyd A. Rowe, Directing Supervisor, Bureau of Physical Welfare, Board of Education, Cleveland; C. H. English, Executive Secretary, Playground and Recreation Association of Philadelphia; the Honorable Ira W. Jayne, Judge of the Circuit Court for the Third Judicial Circuit of Michigan, Detroit; and J. Noble Richards, Commissioner of Recreation, Department of Parks and Public Property, Cleveland.

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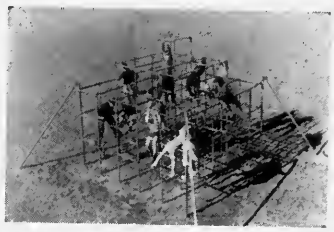

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(Continued from page 345)

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EXPLAINS—how the world has been brought to its present sorry state—at least it's an attempt.

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Divinities that shape our rough-hewn ends may be malevolent

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Table of Contents and Circular of comments from some of the world's great thinkers on request

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PORTER SARGENT
11 BEACON STREET BOSTON

Youth Serves Youth

(Continued from page 376)

have had a series of sightseeing trips to points of of interest in and around Cleveland; they have gone on overnight camping trips, started a newspaper, and have held discussions on many problems.

A New School and Community Center

(Continued from page 351)

The art and clay modeling rooms provide the opportunity for a much valued use of leisure time by those who are fortunate enough to possess artistic ability.

As one thinks of the facilities available and of this community, one must visualize public forums sponsored by the Social Science Department held in the auditorium; the meetings of adult book clubs in the library; music appreciation and little theater groups in the music room; and a movie appreciation group in the visual education room.

Add to these the use of the physics, chemistry and biology laboratories and you have a program which the Spaulding families must have had in mind when they presented this magnificent plan to the city with the understanding that "the purpose and desires of the donors for this building can be realized only as it is used to the fullest extent possible to meet the educational and recreational needs of all the citizens of Rochester."

Play Schools for the Preschool Child

(Continued from page 357)

leaders are trained to detect any irregularity which may prove a health hazard to the individual or group, since the preschool age is one which is most fertile for communicable diseases.

A suggested activity schedule, set up in the Organization and Programming Bulletin for Play Schools which is used by all play school leaders throughout the state, offers the following play schedule:

8:45- 9:10	Health inspection; wrap removal; toilet rinse hands; drink of water; go to play room.
9:10- 9:20	Discussion period: a period offering opportunity for the enjoyment of conversation
9:20- 9:50	Indoor activity period: easel painting, crayons, woodwork, playhouse, clay, blocks, books, toys and various play activities.

9:50-10:10	Cultural period: music, rhythmics, art expressions.
10:10-10:30	Luncheon period: toilet; wash hands; have luncheon.
10:30-10:45	Rest period: relaxation.
10:45-11:00	Literature period: telling, reading, and dramatization of stories; poetry, picture study.
11:00-11:45	Outside activity period: playground apparatus play; games, sand box, excursion.
11:45-12:00	Closing period: children leave.

This schedule is merely suggestive. However, the luncheon period, rest period and health inspection occur at the same time every day. Each day's program includes indoor and outdoor activities, health inspection, luncheon and rest periods. Each day's program should also contain two or more of the following activities: group discussion, music, rhythm, art, stories, or an excursion. The play school leader keeps a balance between active and quiet play by having a well planned daily program.

Over a period of a few weeks a multitude of interesting recreational activities are enjoyed. Hikes and excursions have been most exhilarating; children's birthdays have been appropriately celebrated; visiting days for younger brothers and sisters have been interesting; mothers' and children's "get-togethers" have been "such fun"; picnics, and outdoor play and games have been most enjoyable; stories, conversation experiences, dramatization and "make-believe" with costumes have been most exciting; creative activities with wet sand, plasticine, clay, paper, papier-mâché, starch paint, water colors, wood, crayons, string, puzzles, educational toys, blocks, and many other materials which preschool children like have been happily engaged in; play houses, farms, houses for pets, gardens, have been satisfactory major units. Music experiences, consisting of singing for the joy of singing, rhythm bands, and creative rhythmics have satisfied the urge for music participation, and luncheon periods have proven a gay social experience as well as provided situations for the development of fine social training. The entire program of interesting activities lends itself toward the development of a well-rounded personality.

Under trained leadership the preschool child in this important formative period is assisted in developing his abilities to his individual capacity, and in the process of the development enjoys childhood experiences in situations conducive to the joy of living!

School-Community Relationships

FOLLOWING A DISCUSSION of school-community relationships in the field of recreation at the 1939 National Recreation Congress, it was suggested that there would be value in making a study of these relationships in a number of cities. In the spring of 1940 one of the field workers of the National Recreation Association visited eleven Ohio cities for the purpose of gathering information as to the community recreation services furnished by school authorities and as to the extent to which schools were cooperating with other local agencies in making possible a community recreation program.

In six of the cities the community recreation service is furnished by a recreation commission on which the school board is officially represented. In three of the cities, school authorities themselves conduct a community recreation program, whereas in two cities the program is carried on entirely by municipal agencies.

The following are a few of the major findings revealed by the study:

1. There is a great diversity in the nature and extent of school board relationships to public recreation in different cities.
2. The use of school facilities for recreation by community groups is increasing.
3. Most school authorities feel some responsibility for the leisure hours of out-of-school youth but very little responsibility for adult recreation programs.
4. The extent to which local school authorities furnish community recreation service is generally the result of an opportunistic approach to the recreation problem in the locality.
5. To a considerable extent the schools' attitude toward recreation in a city reflects the attitude of the superintendent of schools or individual school board members.
6. In only two of the eleven cities is a majority of the summer playground or school center staff chosen from the regular teaching staff.
7. In eight of the eleven cities there is a considerable dependence upon WPA for recreation leadership.

(Continued on page 400)

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8. In working out plans for the joint use of facilities and joint responsibility the recreation commission with board of education representation has been found most satisfactory.
9. There is a surprising lack of coordination between school programs in avocational subjects and recreation programs except in athletics.
10. Remarkably little criticism was met on the part of recreation or school authorities and relationships between the two groups are undoubtedly much better than in the past.
11. There is a great variation in the degree of adequacy of school outdoor recreation space and indoor facilities in different cities, but practically all new school buildings have some provision for indoor recreation facilities and many new sites provide outdoor facilities.
12. Less than half of the total school sites have play areas of two acres or more. Only 28% of all school sites are used for summer play activities.
13. Except for gymnasiums and indoor pools little use is made of indoor school facilities for recreation.
14. Few school authorities have adopted definite policies and procedures governing the community use of school buildings or have fixed a definite scale of charges. In only four of the eleven cities have definite rules for such use been adopted and printed.
15. Charging for the recreation use of school buildings is common. In only four cities is the recreation authority, which in two of these cases is directly under the school board, granted free use of facilities for its program although in some other cities it is charged a lower rate than other agencies.
16. No school system keeps a record of the number of hours school building facilities are used for extracurricular activities, by semi-public agencies, or by other community groups. This indicates a lack of appreciation by school authorities of the importance of such uses.
17. Summer playground programs sponsored by school and other authorities include a variety of activities but recreation programs for adults in school buildings include largely physical activities.

Recreation and the Schools

THE SCHOOLS of the U. S. have made a great contribution to recreation.

This contribution has been made under difficulty.

The school budget is often the biggest and most outstanding single local expenditure. With each economy wave this budget is under vigorous attack. It is gone over and over to find possible cuts.

Playgrounds and recreation centers and recreation programs for school children are discovered in the school budget. Here is a place to cut. Over and over again when the total school budget is to be reduced here is the place the cut is made. A list of cities could be cited.

That recreation should be stricken from the school budget is not the desire of the school superintendent, the school principal or the teacher, yet the cut is made here.

One reason the park budget is not reduced is that if recreation is taken out of the local park budget, not much is left, for practically all that is done by the park board relates to the leisure time of the people. The school system, however, has heavy fixed charges for scholastic training and for preparing students to earn a living, responsibilities regarded by the public at least as without relation to recreation. Recreation in the school budget seems to many not to be related to the central objective of the schools. Likewise music, art, drama, discussion groups are often listed with playgrounds and recreation centers as "fads and frills" which can be cut off without too serious loss to the central school purpose.

How may we build up such an understanding of recreation in relation to schools that citizens will not leave school playgrounds fenced and locked after school hours and for the long summer months while children are being killed by autos as they play in the streets; that it will be impossible to have school gymnasiums and school auditoriums dark, closed, left spic and span, unused much of the time while energy-driven youngsters who want only adventure and activity are being arrested because they had no recreation centers?

Recreation in the locality usually has so many sides that many agencies must help—the churches, the private agencies as well as the park boards and special recreation boards, but surely no community can afford to leave its school lands, buildings, facilities, leadership idle when our recreation needs

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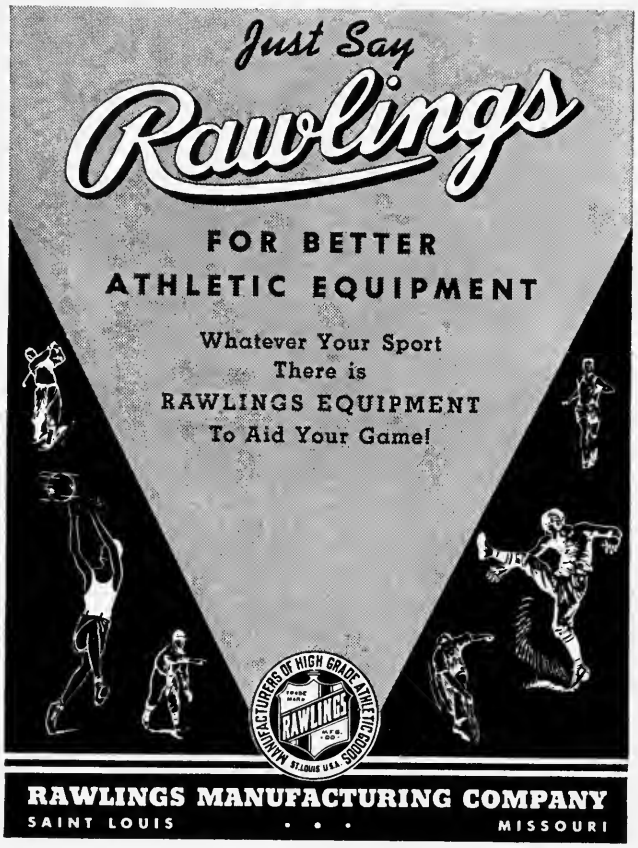

The New Book

THE ADMINISTRATION OF PUBLIC RECREATION

provides the first comprehensive, up-to-date textbook on a subject of basic importance in the modern training of recreational workers.

WRITTEN by *George Hjelte*, Superintendent of Recreation for the City of Los Angeles, this book contains a complete discussion of the administrative problems involved in local community recreation, whether conducted under city, county, or public school auspices. It covers all such matters as the organization and financing of municipal or county recreation departments, the acquisition of recreation properties, the coordination of various agencies for recreation work, and the many details of personnel, budgeting, record-keeping, program planning, etc. Illus., **$3.00** (probable).

The Macmillan Company, New York

Recreation and the Schools

(Continued from page 401)

in the local community are so very great. We cannot be proud of locked school playgrounds.

All our great national organizations which have branches in our localities may well face giving backing to our school leaders in spending part of their funds on a more adequate use of school properties for community recreation.

—*Howard Braucher*

A Children's Theater Takes to the Road

(Continued from page 365)

There is no question but what trouping takes theater to an audience in need of it. A letter received by the Los Angeles Junior League illustrates the attitude of educators all over the country:

"We do want you to know how very much we at Saticoy appreciated your kindness in bringing 'Cinderella' to us. It was an excellent performance, and you are indeed to be complimented. We particularly appreciated your bringing such an artistic creation to a community that is so devoid of cultural opportunities, because of its isolation and financial insecurity. I think during a good deal of this depression much has been done for the physical needs of people by philanthropic organizations, and that is indeed essential, but I am glad to know of one organization that is cognizant of the hunger for beauty and art which has necessarily been curtailed throughout all stratas of society. The old Persian quotation that states, 'If I had two loaves of bread, I would sell one to buy hyacinths for my soul,' seems to us to be particularly potent.

Yours very sincerely,
EUGENIA H. O'BRIEN,
Principal Saticoy School"

Not only can trouping select the audiences where the greatest need exists, but it forms the easiest pattern for schools to make use of educational activities related to the theater experience. Schools have been quick to use the play as a focal point for numerous types of activities in the classroom. The choice of play is often determined by the schools according to what is being studied in history or English, since a dramatization can make more vivid historical events and well known characters and can introduce children in a lively way to different periods and countries. Plays with a musical background, such as *Hansel and Gretel,* offer excellent material to music teachers. In art classes drawings are made both before and after seeing the performance of a well known story. Both the drawings and letters which contain spontaneous reactions and criticisms are invaluable to the theater groups in a study of audiences and an increasing knowledge of the best techniques in producing for children.

Volunteer service in children's theater offers a direct means of fulfilling the purpose of the Junior League, which is to educate its members to better citizenship through a knowledge of the community and its problems. The trouping type of program in particular offers the volunteer an opportunity to become familiar with the educational and recreational programs of her community and enables her to recognize existing needs and future possibilities in this phase of community life. With the techniques of trouping more completely grasped it is possible to look forward to the use of children's theater not only as a community service but as a channel by which volunteers can be made aware of the social and economic backgrounds and problems of the community through a more intimate knowledge of child audiences.

A Frolic for Teachers

(Continued from page 352)

room, which was beautifully decorated with Christmas greens and a sparkling tree. At the close of the evening refreshments were served.

The season closed in January with a barn dance in the gym attended by over a hundred teachers and their friends. The faithful and enthusiastic committee, with the aid of members from their home rooms, converted the gym into a bucolic scene with ears of corn, corn stalks, borrowed bales of hay for seats, two dozen lanterns for lights, and a ten gallon crock for the punch that was served to thirsty dancers throughout the evening. Everyone came in costume, and what a gay crowd it was! Each newcomer was greeted with shouts of approval from farm hands, country gals, cowboys, cow girls, belles and beaux of the nineties. It was a program dance with the dances (those that had been learned during the fourteen weeks) listed in hand-painted programs. It was a successful evening from the first schottische to the last plea of "let's put our little foot just once more."

The Council had planned to finance the project for only fourteen weeks, but the group "had the habit," so at the barn dance they voted to continue the activities until May, each person paying a very small fee.

As a happy, worthwhile plan we gladly recommend a Teachers' Y.W.C.A. co-recreation night.

New Publications in the Leisure Time Field

Education in the Forty-Eight States

By Payson Smith, Frank W. Wright and Associates. Government Printing Office, Washington, D. C. $.30.

IN SEPTEMBER, 1936 the President appointed the Advisory Committee on Education to make a study of the experience under the existing program of Federal aid for vocational education, the relation of such training to general education, and the extent of the need for an expanded program of Federal aid. Floyd W. Reeves served as chairman of the committee, Paul T. David as secretary. The report submitted by the committee makes a number of recommendations regarding the services which should be universally available. Regarding recreation the report states: "Community recreation on a year-round basis and under expert leadership is the program best suited to meet the needs of youth." It also recommends: "In larger communities consideration should be given to the desirability of organizing in the government a department of recreation with a separate budget."

Plays of America's Achievements

By Samuel S. Ullman. Dodd, Mead and Company, New York. $2.00.

HERE ARE SIXTEEN PLAYS of approximately fifteen minutes' playing time which present a picture of American invention and achievements. Robert Fulton and the steamboat, Eli Whitney and the cotton gin, Andrew Carnegie and steel, Edison and the incandescent light, are a few of the subjects which have been dramatized. All of the plays are simple enough in properties, costumes, and dialogue for production by amateurs from about twelve years up.

Safety Education

Eighteenth Yearbook. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. $2.00.

THE EXECUTIVE COMMITTEE of the American Association of School Administrators, feeling that the time had come for the teaching profession to take a more positive stand on the safety movement, decided to make Safety Education the topic of the 1940 Yearbook. A Commission on Safety Education was appointed of which Henry H. Hill, Superintendent of Schools, Lexington, Kentucky, was Chairman. The Yearbook prepared by the Commission is now available in the form of a volume of approximately 550 pages. It is in no sense, the Commission on Safety Education points out, a national curriculum in safety education and is not concerned with all phases of the subject. Almost exclusive emphasis has been placed upon procedures and activities carried out in the school or under the immediate direction of educators. The Yearbook, however, contains a fund of information of value to all who are concerned with the field of safety education.

Guide to Guidance

Volume II. Compiled by Elizabeth Broad. National Association of Deans of Women of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. $.50.

THERE ARE ALMOST four hundred titles in this annotated bibliography of 1939 publications of interest to deans, counselors, and advisers. Of special interest to recreation workers are the sections dealing with Extracurricular Activities, Social Life, and Leisure and Recreation.

The Sociology of Childhood

By Francis J. Brown, Ph.D. Prentice-Hall, Inc., New York. $2.25.

DR. BROWN'S BOOK is based on the thesis that in the past books on child welfare have been written to a large extent from the point of view of social pathology. There is need, he believes, for greater study of the sociology of the normal child in order that processes which shape the lives of most children may be better understood. After considering the social processes involved, Dr. Brown looks at the child in a number of settings—in his relation to his family group, to his play group, to his school, and to the state. One section of the book is devoted to the child and his leisure, and noncommercial and commercial agencies are considered.

The Development of Certain Motor Skills and Play Activities in Young Children

By Theresa Dower Jones, Ph.D. Bureau of Publications, Teachers College, Columbia University, New York. $1.85.

THE AUTHOR PRESENTS in this volume the results of a genetic study of the motor development of preschool children as revealed in their use of wheel play materials, including wagon, doll carriage, kiddie kar, and dump truck.

Philosophical Bases for Physical Education

By Charles Harold McCloy. F. S. Crofts and Company, New York. $2.50.

A LEADER IN THE PHYSICAL education field presents in this volume his philosophy based on his experience. He discusses fundamental issues in principles, objectives and methods, and in the final chapter he essays the role of prophet and predicts developments and changes which he believes will occur within the next ten years. The book should be a very stimulating one for physical educators.

A Study of the Leisure Activities of Certain Elementary School Teachers of Long Island.

By Lucile Allard, Ph.D. Bureau of Publications, Teachers College, Columbia University, New York. $1.60.

This study grew out of a desire to discover what cultural and recreational activities were available to elementary school teachers on Long Island, and to learn if possible what constitutes the leisure behavior patterns of a selected group of teachers. Data were gathered through a questionnaire prepared especially for the study and distributed through five areas on Long Island. A large percentage of teachers responded, and 490 participated in the study. The study showed that there is no such individual as the "typical" Long Island school teacher so far as a leisure pattern of activities is concerned. The Long Island group, as compared with other groups when analyzed for degree of participation in certain leisure activities, shows similarity in relative frequency of activities carried on often. The activities which appeared most frequently in every study are reading, radio, movies, visiting friends, entertaining friends, and swimming. Physical activities except walking are only slightly more popular with Long Island teachers than with other groups. Participation in activities in the order of their popularity is as follows: reading newspapers, radio, automobiling, reading fiction, visiting friends, reading nonfiction, playing musical instruments, attending movies, playing bridge, and swimming.

"Leisure behavior patterns of individuals and groups of today," says the author in her conclusions, "are influenced by cost and availability as well as by technological development, and perhaps even more by education of the individual in his early years. Also, participation of the teacher group in leisure activities may be limited by the number of hours or type of work expected in a particular school or community."

Tests and Measurements in Health and Physical Education.

By Charles Harold McCloy. F. S. Crofts and Company, New York. $3.00.

An authority in the field of tests and measurements, Mr. McCloy records in this volume the results of recent research and teaching experience, including up-to-date material, some of it hitherto unpublished. The descriptions of tests are detailed and specific, and they are supplemented where necessary with reproductions of forms, tables, working drawings, and laboratory suggestions. A classified bibliography is included.

Subject Index to Children's Plays.

Compiled by Sub-Committee of the American Library Board on Library Service to Children and Young People. American Library Association, Chicago, Illinois. $3.50.

A handbook prepared to simplify one's task of finding plays suitable for every occasion—plays based on science, civics, arts and crafts, music, thrift, health, animals, foreign countries, history, and many other subjects. The 2,200 plays listed are especially suitable for presentation by pupils up through the eighth grade. Plays have been indexed and may be located either by title or subject, with their source, the grades for which they are suited, the number of characters required, and other pertinent information given. A very definite contribution to drama leaders and teachers in need of an intelligent classification of plays under many subjects.

Standards for College Buildings.

By E. S. Evenden, G. D. Strayer and N. L. Engelhardt. Bureau of Publications, Teachers College, Columbia University, New York. $2.25.

The set of standards for college buildings proposed in this volume is the fifth set of standards for school buildings published at Teachers College. The selection of the set of standards given in this volume represents the composite judgment of nearly three hundred persons who are familiar from many different angles with college buildings and the purposes they must serve. The Evenden-Strayer-Engelhardt Score Card for College Buildings is used in connection with the standards which have been set up in order that educational authorities may determine the units most in need of improvement or which have been neglected in the physical equipment of the institution. Units of special interest to recreation workers include the athletic fields and outdoor recreational facilities discussed, the auditorium and music, boxing room, bowling alleys, field houses, gymnasium, stadium, swimming pool, puppet studio, theaters, and wood-working shop.

Successful Parties.

By Louise Price Bell. Fleming H. Revell Company, New York. $1.50.

Based on the theory that successful parties never "just happen," *Successful Parties* contains detailed descriptions of forty parties complete from invitations to recipes for refreshments. Whether the hostess prefers informal hospitality or formal entertaining, she will find here suggestions for holidays and special occasions as well as unusual parties for any day or season of the year. In addition to planning parties, dinners, and dances for adults in small groups, the author provides ideas for community entertainments and the social functions of organizations, clubs, and church groups. A section is also devoted to parties for children.

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Giving Youngsters a Chance to Be Themselves

HUMAN NATURE is fairly tough. Boys and girls, young men and young women have great power of resisting what seems alien to them. Personally, I thank God for this resisting power, for this inner strength of personality. As we of an earlier generation try to think of special programs of clubs and groups arranged for us, we find it difficult to remember a great deal of value in them. The programs, the ritual seem rather meager, boring, imposed, as we look back upon them and compare them with the swimming, skating, baseball playing which we initiated ourselves. We remember so much more vividly the little creek we explored, the raft we built to float down the stream in the springtime floods, the hill we coasted down in the winter, the deep dark woods as seen by the four-year-old, the nut trees in the fall, the dog that played with us, the fish we caught, the attic on rainy days with the patter of rain on the roof. All this we remember vividly and with pleasure.

What we do remember about the programs of the clubs and groups in which we participated is the men who led us, the men who understood us, who liked us, who did not talk too much, did not lecture too much, who helped us do what we wanted to do, who themselves had pleasure in doing things with us. These men seemed a part of nature. They still belong to us. These men also we remember with pleasure when the programs they tried to foster are forgotten.

It is worth while in each generation for men and women who are simple and real to give their time to boys and girls, just as such leaders gave time to us when we were trying to find our way. Such recreation leaders will not try to do too much for youngsters, but will create the joyous, healthy atmosphere in which youngsters mostly do for themselves.

Howard Braucher

October

Courtesy Department of Municipal Recreation and Adult Education, Milwaukee, Wiscons

"Regardless of what we do today in national or international affairs, tomorrow must be safeguarded, and the greatest safeguard for tomorrow is the preservation of the physical, mental, and emotional stability of our present generation of children." — *Virginia Kletzer,* President, National Congress of Parents and Teachers.

Man and His Leisure

By LORD TWEEDSMUIR

The death of Lord Tweedsmuir last February plunged Canada into mourning for one of its greatest Governor-Generals. To many he was best known through his writing which had received world-wide recognition. As a writer, romanticist, and historian, he appealed to a vast audience. In an address, "Man and His Leisure," given before the Canadian Club of Toronto, Lord Tweedsmuir revealed his sympathetic interest in workers in the field of recreation, and his appreciation of the importance of leisure. We are happy to reprint this address from *Child and Family Welfare*.

THERE COMES a time to everyone who, like myself, in Sir Walter Scott's phrase, has "reached the other side of the hill," when he is inclined to generalize from his own experience. I have led what I suppose might be called a busy life, and I can honestly say I have thoroughly enjoyed it. But I have always had an inordinate appetite for leisure, and a profound belief in its value. So today I would offer you, most respectfully, a few reflections on the employment of those seasons when our professional harness is unloosed, and we are turned out to grass.

Importance of the "Margins of Life"

My topic, if you will permit me, is the practical importance of the margins of life, the residuum which is left to us when we have completed the tasks which earn us our daily bread. I am not a Scotsman and an elder of the Scottish Church for nothing so I am going to take a text, and it shall be from the Book of Ecclesiasticus: "The wisdom of the learned man cometh by opportunity of leisure; and he that hath little business shall become wise." After the fashion of the old type of Scottish minister, I would add that I am especially concerned with the first clause of the verse, for I do not think the second clause is equally sound: "Wisdom cometh by opportunity of leisure."

This is an immense subject, and I want to limit myself to one practical aspect of it. There are many aspects. For example, there is the sociological and economic side. We are all agreed that one of the chief objects of education is to enrich our leisure and that the policy of shorter hours of work carries with it the obligation to enable the worker to employ his spare time worthily. Today we are witnessing the triumph of the machine, through which the monotonous, exacting manual toil of the past is to a large extent done away with. A mechanized world means, in the long run, a very drastic reconstruction of industry, under which labour may be rationed with fewer working hours, and the enforced leisure thus created will have to be filled up with new employments and new interests. There are some—and I strongly sympathize with them—who dream of a world where a man will have comparatively few hours of regular work, and the rest of the day he will be craftsman or farmer, producing the necessaries, and some of the luxuries, of his life. The machine may end by playing the part which slave labour played in the old Greek world, and be the basis of a richer and more civilized life for all.

The Cultural Side of Leisure

Then there is the cultural side of leisure. If we are to live a full and worthy life we cannot live only for our professions. We are human beings as well as doctors, accountants, lawyers and engineers, and we have to get satisfaction out of life as well as a living. If we are wise, we will preserve intellectual interests wider than our actual vocations, things which keep the mind alive and keep us in touch with other aspects of the world. There is the aspect, for example, which we reach through books and the various forms of art. There is the aspect which we reach through a love of wild nature, and you in Canada have magnificent chances for that. There is the aspect which we reach through sport. Sir Andrew Aguecheek, you remember, in *Twelfth Night,* complained that to acquire foreign tongues you must give up time which might have been devoted to bear-baiting. We dare not minimize the importance of what we might call the bear-baiting side of life. All these varied interests keep a man young. The late Lord Bryce was the most astonishing example I have ever known of the power of engrossing hobbies to preserve youth. I remember him telling me, when he was well over eighty, with the glee of a boy, that he was getting enormous pleasure in planning

out a new life of Justinian which he proposed to write. And if you went for a walk with him, even in his last years, his interest in everything he saw and heard was like that of a child on holiday.

Its Practical Importance

But I am going to limit my subject to the sternly practical. My argument is that leisure—rightly-used leisure—is essential to the success of our professional work itself. This applies, I think, to every calling I know, to every learned or skilled profession, and to every branch of commerce or industry. The secret of success is to do a job efficiently with the minimum of labour. This does not mean the ordinary labour-saving appliances, which often complicate work, but it does mean preliminary thought and reflection. Most jobs are done with an absurd waste of labour. Let me give you an example from a subject about which I once knew a little—military intelligence. When the Great War began, most people thought the proper way to obtain a surprise was by an immense and elaborate secretiveness in every detail, even the smallest. At first our own authorities carried this to a ridiculous length, while Germany carried it still further, with the result that there was a Herculean effort after secrecy, which meant the employment of thousands of officials and the expenditure of vast sums of money. It failed, as it was bound to fail. Then, very slowly, we learned our folly and made some attempt to find out what we really wanted. For the true art of secrecy is to be so open about ninety-nine per cent of your subject that the remaining one per cent is the more easily hidden, because its existence is unrealized. Before the close of the war we used to let the enemy have an enormous amount of true information about things which did not matter, and thereby concealed the better the small fraction which mattered everything.

Most of us are apt to have a feeling at the back of our heads that the more work we put into a thing, the better we shall do it. I believe that this idea originally arose from Puritan theology, which took a grave view of life, and considered that it should be divided strictly between work and devotional exercises. The spirit is perpetuated in our hymns—"Give every flying minute something to keep in store"—a very sensible piece of advice if you interpret the "something" with reasonable generosity. But the fact is that you can easily put too much work into a job; what you cannot put too much of, is intelligence. Undue emphasis upon solid plodding work and not enough upon fruitful leisure, means that a task does not get sufficient preliminary preparation and therefore our efforts may be largely wasted.

Leisure Helps One to See Round One's Task

To avoid waste and unnecessary toil, to give our work the maximum of effort, we must be able to see round our task. This cannot be done while we are engaged in its minutiae. It can only properly be done when the mind is free, in its hours of leisure. Then only can we get a proper viewpoint and the right perspective. Leisure is as essential for true efficiency as is the long spying of the ground when you are hunting, before you begin your stalk.

Let me take one or two examples from different callings. I will begin with business. The staple of nearly every business is, of course, a mass of detailed duties which must be fulfilled, and which require no special qualifications except industry and experience. Now and then comes the need for a critical decision, and now and then the need for a synoptic view of the prospect. But the ordinary work may correctly be described as routine. The danger is that we allow the routine element to get the upper hand, and refuse to consider the shape of the wood, or even of the trees, because of our absorption with the undergrowth. We have seen the consequences of this in Britain since the war. Too many businessmen did not realize that world conditions had changed, and were content to plod in the old ways. They may have redoubled their energy in their detailed work, but they did not look around them until it was too late, and the time for reconstruction and readjustment was gone, and they found themselves left with a machine which was out of all relation to current needs.

America before 1929 was an interesting case. Many of my younger American friends had been given an education for business to which I think there is no parallel elsewhere; an education in the humanities, in law, and an experience of foreign countries, in addition to the technique of their special calling. But since business was America's pet vocation, it became to many a sacred thing, the only profession for sane people, an emotion, a delight, something into which the old fervour of New England Puritanism had gone. I remember how I used to find my business friends in a fury of concentration. Their office hours were inordinately long, and out of office hours business

followed them into private life. I was rather worried about them, in spite of their optimism and self-confidence, for it did not seem to me that they could have any leisure to look around.

Then one day, I remember, I was the guest of a very famous business man, whose name is a household word throughout the globe. I found that he seemed to be possessed of infinite leisure. I mentioned to him my recent experience, and I had the temerity to express my fears.

"You are right," he said, "our boys have got hold of the wrong end of the stick, and presently they are going to pay for it. As for me, I should regard myself as a failure if I went to my office for more than a few hours in the day, or more than five days in the week I go down there, call up one or two people, have a conference with my departmental heads, and go home."

"What do you do at home?" I asked.

"I sit in the garden," he said, "or I go fishing. And I think. I get a whale of a lot of thinking done. It is thinking that matters."

Let us turn to other professions. Soldiering. Well, there is no question of the importance of this background of leisure in the life of a great soldier, especially in these days when battles are won in the brain before they are won in the field. A general simply dare not allow his mind to be confused by details. He must be able to sit back from the melee and preserve, in the fever of the campaign, an exact perspective. Take the profession of the law. One of the merits of the law is that there is a good deal of compulsory leisure, for the courts have a lovable practice of not sitting continuously. So a lawyer has a special opportunity of seeing round his subject and of setting it in proper relation to human life. If you will study legal history you will admit, I think, that the greatest lawyers have nearly always been men of wide interests, and that these interests have usually contributed to the mastery of their chief subject. Their leisure, their margin of life, has been so used as to contribute incalculably to their efficiency in their chosen calling.

The case is still stronger with the statesman. The statesman's job is not one aspect of the life of the nation, but all of them, and unless he has strong interests outside the details of politics, he will be an imperfect master even of these details. He, of all men, must cultivate a fruitful leisure if he is to be in command of his task. I will take as a notable instance, the late Lord Balfour. To him, nothing that was human came amiss. He was deeply interested in art, music, literature and philosophy, and was indeed, by the lay standard, a competent scientist, and, by any standard, a distinguished philosopher. He loved human companionship, and seemed to be able to extract something intelligible and valuable from the dullest companion. I know that he always made my own halting utterances sound respectable. He never lost himself in detail; he never lost his sense of proportion; he employed his leisure—and he insisted upon a great deal of leisure — to think, which is by no means a common practice among politicians.

I remember once talking to a very wise trade union leader and he said a thing that impressed me. He said that it was a man's business "always to keep on the top of his job." I like that phrase. To keep on the top of your job you must be outside it and not mixed up too much with it. You must be able, now and then to look right round it, and you can only do that if you have leisure.

Leisure Necessary to Highest Objectives of Living

I would add one more to these random observations, and this is a graver reflection. In the old days people had a phrase about a man's "making his soul." You retired from politics, or business, or soldiering, or whatever was your profession, and went into retreat before you died, in order to possess your soul, to settle accounts with life and make your peace with Heaven. We do not talk quite like that today, and yet the duty is still imperative. The only difference is that we now realize that such a task is not to be performed only in seclusion in the twilight of life. It is a process which should be going on all your days.

"Someone once said that every man should be 'lonely at heart.' That is not so easy in a bustling world. Too much of our time is spent on the treadmill, without vision and perspective in our work, and with a most intolerable clatter in our ears. But sometimes we must get away from the din and discover ourselves. We need seasons of solitude with ourselves, for we must all be solitary in the great crises of life, and we must all be alone at death. That is the greatest of the fruits of leisure, the chance to discover our souls, the opportunity for that 'rest and returning' which, according to the prophet, should be our strength."

What They Say About Recreation

"NO RECREATION PROGRAM would be complete without inclusion of some of the cultural pursuits. Pride of achievement, joy in self-expression, development of skill are but a few of the results of satisfactory fulfillment of some project in handcraft, drama or music. . . . Participation in some art during the teen age often develops a love, an appreciation and knowledge of that art that will increase the capacity for enjoyment as a spectator or listener in later life."—*Mollie Heath Conn* in *It Pays to Play.*

"When we learn to play with one another we learn the essential qualities of living together. We learn that the game has rules which must be followed."—*Eduard C. Lindeman.*

"Beauty, like joy, is inherent in our own consciousness of our world. . . . Beauty is space, making what is ugly grow lovely in the distance. Beauty is time, making what was painful sweet in remembering. Beauty is the day, and beauty is the night. There is beauty in the shimmer of dust at our feet, and beauty in the traveling light of the farthest star. . . . When we seek beauty or realize it in any form of our own creation, we assert within ourselves and bring to release in joy our human kinship with whatever it is that runs this great miracle of things."—*Marjorie Barstow Greenbie* in *In Quest of Contentment.*

"Recreation, in the highest sense of the word, is today a creative, recreative experience; an adventure in living zestfully and fully. It is not a pastime, not a tax-consuming device, but a necessity for happiness, health and good citizenship. Its part is to offer a trained and sympathetic leadership and a program flexible enough to meet the continually changing needs of life. . . . Capacity for recreation and the impulse to play are inborn in every human being, but they can attain only a rudimentary expression until the skills and arts of recreation are acquired."

"In the judgment of the Committee on Recent Economic Changes in the United States, 'few of our current economic developments have made such widespread changes in our national life or promise so much for the future as the utilization of our increasing leisure.' The total expenditure of the American people for recreation, amusement, luxuries, and travel, including expenditures for passenger automobiles, is in the neighborhood of $10,000,000,000 in a prosperous year. This is one of the largest and most rapidly growing items of the national budget." — From *Education and Economic Well-Being in American Democracy.*

"The essence of amateurism consists in this: that there shall be nothing at stake except the winning of a game played by established rules, played at the best of each player's skill and effort, played because the contestants wish to play it."—*Helena M. Kees.*

"The problem is not so much to define the necessary recreational facilities as to make people aware of their profound value in civic life. Here is one facility at least which, the more intensively used, becomes the more indispensable — and socially profitable." — *Phillips Bradley* in *The Planners' Journal,* September 1939.

"Let us advise strongly that those who are about to choose new school sites do not overlook that all-important question of size, and that those of you who have to do with cramped space now resolve to start a movement for the enlargement of that space regardless of cost; for the monetary cost, regardless of what it may be, will after all be little in comparison with the character building qualities produced in such a space." — *Bulletin* issued by the Department of Internal Affairs, Commonwealth of Pennsylvania.

"People can be lulled to repose by cocktails, or by motion pictures or radio, or by riding in an automobile. But it will not last long. Faster and more furious excitement is demanded as the appetite becomes jaded. Our children, from the time they are small, must not only come to understand but actually become habituated to the gateways to true, lasting enjoyment. It is a matter of music and art, of literature and drama, of plays and games, of supplementary hobbies and avocations."—*William F. Russell,* Dean of Teachers College

Junior Activities in a Museum of Science

By RUTH V. WEIERHEISER
Assistant Curator of Education
Buffalo Museum of Science

EARLY in 1929, when the Education Department of the Buffalo Museum of Science was formally opened to the public with all due ceremony, the cases in the Division of Junior Education seemed adequate for any contingency. Against three walls tall cases displayed beautiful large models of wild flowers, above which small dioramas were placed. Storage cases graced one end of the hall.

Eleven years passed, activities increased, and more storage and exhibit cases had to be added. The storage cases were placed down the center of the hall and topped with table cases in which the best notebooks and many of the objects made by the children were displayed. Visiting children seemed much more interested in exhibits, objects, or notebooks made by other children than in the flower models or professional dioramas. The little ones, however, were in trouble, for the table cases were too high for most of them to peer into. They had to be lifted up by older brothers and sisters.

In 1939, when some WPA funds became available to the Museum, a plan was evolved for special cases that would do triple duty in this Division. The tall wall cases were removed. The flat-topped table cases on the storage cases were sent to storage. The storage

"Children the world over are very much the same by nature. They enjoy finding out facts, for they possess insatiable curiosity. Many of the most fascinating facts are discovered in the world of nature."

Courtesy Buffalo Museum of Science

cases were moved against the walls. Upon these old cases were built, at the level of the children's eyes, cases for nine junior dioramas with attractive cubicles above. In the cubicles the models of the flowers are displayed.

Not only is the study of nature in its various forms educational, but it is also fun, as evidenced by the interest and enjoyment of hundreds of girls and boys from six years of age to the late teens who voluntarily, week after week, attend the classes and club meetings offered by the Buffalo Museum of Science.

The hall in which these cases are placed is almost entirely artificially lighted. One end is especially dark in the winter months. Colors for walls and woodwork in the remade hall had to be selected with these factors in mind. After many trials of various colors and shades, the walls and woodwork were painted a warm terra cotta. The bases of the cases are deeper terra cotta up to the dioramas. The upper part of all the cases, with the exception of one triangular corner case, are painted a dull turquoise blue, while the corner case is terra cotta. Inside the cubicles where the colorful flowers are displayed the background is a light azure blue which looks well when lighted. All flower cubicles and junior dioramas are indirectly lighted.

Each year junior classes and clubs meet weekly after school hours to study particular subjects and to carry on handwork related to these subjects. It is planned that in the future each of such groups will plan the construction and installation of a diorama.

The classes taught this year were aquatic biology, astronomy, American Indians, meteorology, nature handcraft, birds, zoo animals and minerals, and the Nature Club. These subjects naturally influenced this year's choice of diorama material. For instance, the members of the zoo animal class made animals out of rolled newspapers. Their diorama represents pairs of animals walking sedately up to a gangplank leading to a cardboard Noah's ark. All backgrounds for the dioramas were made on bending board, a material that takes pastel colors applied with fingers as easily as paint put on with a brush.

Summer work will include the revamping of two sets of museum games questions to cover the flowers and insects now on exhibit. This will mean new labels for the exhibits, for most of the game questions are based upon information provided by well-written and well-printed labels. Next autumn the new refectory tables and benches, made in our own carpenter shop and now extending through the center of the hall, will be employed for clipping articles from magazines, special games, and crayon work.

"Children's museums offer services not provided by the home, the school, the library, or any other institution."—*Anna Gallup.*

The members of the Zoo Animal Class of the museum make animals out of newspapers, paper towels, paste and paint. The palms shown in the photograph are also made of newspapers.

Courtesy Buffalo Museum of Science

Bicycling—A New Extracurricular Activity

By ROLAND C. GEIST
Founder, College Cycle Club
New York City

The New York City Board of Education has taken steps to make cycling as safe a sport as possible

BACK IN 1869, New York City boasted of at least five prominent bicycle schools or rinks. Exactly seventy years later the New York City Board of Education established bicycle classes. A staff of ninety instructors under the direction of Charles J. Kraft, Jr. and Edward J. McLaughlin are again showing youth how to ride a bicycle properly. The primary aim of the present course is to teach safety on wheels, and it is being accomplished by means of lectures, demonstrations, projects, assembly exercises, riding tests, and similar activities. Safety awards are made at the end of the course. The final examination includes such subjects as wheel control, mounting and dismounting, familiarity with the use of traffic signals, and the general care and upkeep of the machine.

This educational work is already reducing the number of street accidents in which bicycles are involved. Over seventy-five bicycle clubs and courses have been organized, mainly in the elementary and junior high schools, though the movement is spreading to the senior high schools.

The Appeal of the Bicycle

At some time or another every normal youngster has desired a bicycle. The wheel appeals to his love of adventure, desire for speed, and pride of possession.

Team play and spirit may be brought out in cycling as well as in football, baseball, basketball, and other sports—and probably at a lower cost financially and physically. Team races, formation riding, and tandem riding all require a great deal of group coordination. In addition, cycling has the following advantages for all individuals: It can be enjoyed by both sexes from seven to seventy, and it may be enjoyed alone or in company with many. It is an outdoor sport for all seasons to be taken leisurely or strenuously at the will of the rider, and it may be competitive or non-competitive. As in walking and swimming, bicycling brings all the muscles into play, and next to walking it is the most inexpensive method of touring the country, since after the initial expense of purchasing a bicycle, which is about $25, the upkeep is negligible, and no expensive stadium or gymnasium is required as every park road is a cycle path. Finally, bicycling is a safe sport if it is confined to cycle paths and if bicycles are not used to compete with automobiles on express highways.

Organizing a School Bicycle Club or Team

The first requirement for organizing a club is an interested teacher and a cooperative principal. In every large school there is usually a teacher who has enjoyed bicycling in Bermuda or Europe. A word of encouragement from the principal and a request from a group of students desiring the activity are usually enough to start the bicycle club going.

Interested students will volunteer to pass notices around the school building and write articles for the school periodicals. After the selection of a room and meeting time, the new student officers may carry on with suggestions from the instructor for a program. It is not desirable to limit club members to seniors, honor students, or athletic champions (letter men) as it may become "exclusive" and thus undemocratic. Every student should be invited to join the club. If the group should grow large, it may be divided into sections for beginners, intermediates, and experts.

Club Activities

September and February are ideal months to plan club activities. During the winter months, when snow and ice cover the roads, an attractive program may be arranged which provides the following activities: Saturday morning trips to parks and cycling areas provided by the New York City Department of Parks; all day tours on cycling trains operated by the New York, New Haven and Hartford Railroad Company, the Central Railroad of New Jersey, the Lehigh Valley Railroad, and others; and all day tours on cycle boats sponsored by the Hudson River Day Line,

Colonial Line, and others. There may also be short trips to points of historical and scenic interest, especially for camera fans. Other activities include early morning trips to parks to study bird life, the taking of safety tests sponsored by the Board of Education, excursions sponsored jointly by the New York division of the American Youth Hostels and the Cycle Club, and participation in parades and carnivals sponsored by bicycle organizations.

Non-athletic indoor activities may include the following:

The drawing up of a constitution and rules for the club, and the selection of a name, insignia, awards, and costumes

The preparation of advertising posters and display cards, and of an assembly program as a part of the safety education project

Talks by men prominent in the cycling world, such as Olympic cyclists and members of the Cycle Trades of America, 122 East 42nd Street, New York City

Presentation of medals, buttons, and awards at a special meeting

Talks on the purchasing of a bicycle, its care, and upkeep

A bicycle style show

A demonstration showing how a wheel may be taken apart and reassembled

Report on a visit to a bicycle factory and on current events in the cycling world

The planning of tours and trips for the coming term

Report on the work of the American Youth Hostels

Showing of motion pictures of hosteling in this country and abroad

Research in the field of "Cyclana" (history and evolution of the bicycle)

Report on new books and periodicals devoted to cycling

The purchase of second-hand books on cycling with a view to establishing a Cycle Shelf in the school library. These books should cost about 50 cents each and may be loaned to fellow members.

The Bicycles

Light weight wheels should be hired or purchased. A light weight bicycle weighs under twenty-five pounds. Many American wheels weigh well over thirty-five pounds, and these machines are difficult to push and manage in traffic. European manufacturers have produced bicycles weighing under twenty pounds. Contrary to popular belief, these light weight machines are as strong or stronger than the popular heavy weight wheels. A light weight tandem weighs under fifty pounds.

The instructors should arrange for the hiring of wheels in advance at the popular cycle paths. Rentals vary from fifteen cents to fifty cents per hour; from fifty cents to $1.00 for a half day for light weight wheels. It is well for students to hire wheels with an option to purchase.

The Trip

A short trip averaging about ten miles should be planned for the opening of the season. This distance may be increased to thirty miles for the more experienced riders. A trip of a hundred miles should not be attempted by inexperienced riders. A parental consent note, countersigned by the Health Education Department, should be required of every active member. Parents should assume full responsibility for accidents or loss of property, and students should promise to obey all rules and to sign an application blank. Week-end tours and summer vacation tours should not be held with the sanction of the school club, and students should make such tours as individuals and not as club representatives. The American Youth Hostels, Inc., will be glad to plan trips of this kind for youth.

Competitive Bicycling

Team spirit may be fostered through interclass or open competition. Until the club members have mastered riding, have acquired racing bicycles, and secured parental permission, outside competition in cycling should be postponed. Interclass races of short distances may be fostered, the students and bicycles being classified as to weight. Tire width and the model of cycle should also be taken into consideration when conducting races. The usual preparation required for a track meet is necessary for holding bicycle races. Team races, six day style, will also add thrill to cycle events. Individual girls' races at short distances may be held.

The experience of the faculty adviser and the interest of the student body will decide whether racing should be conducted. Unless a rider has won a race, or at least competed in one, he cannot consider himself an intermediate in the field of cycling. Long distance competitions afford a cer

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A Library Moves into a Community Center

By DOROTHEA FRANCES HYLE
Publicity Assistant
Kansas City Public Library

A BRANCH of the Kansas City Public Library has been installed at the Jewish Community Center and has just recently been moved from the second to the main floor, to the left of the entrance where it is easily accessible both to patrons of the Center and to the visiting public.

Compared to most branch libraries it is luxurious in its appointments, boasting a fireplace, a davenport, and a mahogany desk. There are Venetian blinds at the windows, and French doors lead to a verandah where the branch librarian, Miss Mary Ross, plans to place tables and chairs for leisurely reading in the summer. With gay striped awnings, it should lend a festive note.

The Jewish Community Center is a cultural enterprise with a well-planned program of activity designed to stimulate the cultural, physical, and social growth of the community. Mr. Ernest Peiser, President of the Center, says, "This year we are concentrating more effectively than ever to develop healthy-minded and clear-thinking boys and girls, men and women." And he added that, "In these days of war and darkness such activities are more urgently needed than ever."

The Library Aids the Little Theater

The Resident Theater, under the direction of W. Zolley Lerner, is fast becoming an outstanding Little Theater group, and the dramas that are selected and presented are produced to suit the tastes of local playgoers. It endeavors to bring Broadway to Kansas City, and will continue to do so. Starting at first with only a sprinkling of people in the audience, it has now grown to peak proportions, especially on

With its attractive appointments and furnishings, the branch library at the Kansas City Jewish Community Center has much to offer

Kansas City Star Photo

those occasions when a New York actor or actress takes part in the performance with the local cast.

Mr. Lerner is an actor himself and is quite serious in his efforts to realize a community theater. Speaking before a joint Missouri and Kansas Library Association group recently, Mr. Lerner urged the members of the audience to take back with them to their own counties and towns a real desire to promote the growth of a little theater movement in their own communities, if they did not already have one. The preservation of the theater and all it stands for is of prime significance to Mr. Lerner, and his work along this line has already begun to receive attention outside the city.

The branch library, located as it is in the heart of the Center, is able to be of real help to the Resident Theater. The producers and actors alike look to the library for material to give them ideas about settings, the play texts themselves, and books on advertising which will give them hints for their publicity campaigns. When the audience is assembling it is quite natural for many of them to browse in the library for fifteen minutes or so before going into the auditorium. Theater patrons have created as well as stimulated an ever-growing demand for books of plays and books about the theater.

In connection with the Resident Theater is the Theater School, and perhaps more than any other group in the building, these budding actors and actresses turn to the library. They call it their "theater library." They want plays, old and new, books on make-up, acting, voice culture, and the biographies of great men and women.

Lectures Increase Interest in Books

The lecture series sponsored by the Center is this year bringing to its patrons such prominent speakers as Dorothy Thompson, John Masaryk, Fiorello LaGuardia, Pierre Von Paassen, and Orson Welles. How appropriate that a community center, bustling with activity, should have within its walls a branch of the public library. The audiences are too large for the Resident Theater, so the lecture series is presented in the Music Hall of the Municipal Auditorium. The speakers always create a new interest in the library. There are to be found some of the books made famous by the very speakers on the platform. New life is brought to book titles. People thus interested in current local and world affairs have right at hand a means to satisfy their thirst for knowledge and their curiosity concerning them. A reading public is an informed public. The very fact that this branch has grown so quickly in the matter of service, in answering questions and supplying material, and in the circulation of an ever-increasing number of books, both fiction and non-fiction, would seem to prove conclusively that this branch library is an important and integral part of the Community Center.

Other Services of the Library

Mr. Irving Levitas, until recently the Director of the Institute of Jewish Studies at the Center, has recently gone to Washington to take up his duties as a leader of Jewish youth in America. Here again the library plays an important part. It not only has a selection of books to interest the general public but has also the best library of Judaica in Kansas City. Originally the Center itself housed the Fishman Memorial Library, and while these books have not been given to the public library, nevertheless the books from this collection circulate freely with the library books. It is said to be one of the most valuable collections in the Middle West and contains books and magazines on Jewish history, sociology, economics, biography, present trends, Zionism, and religious rites and customs. In connection with this there is a Jewish Folk School for children from all over the city who come every day for lessons in Hebrew or Yiddish. They all use the library daily.

Much work is being done with the foreign born in the matter of adult education, and in assistance to those learning and mastering a new language as well as attempting to absorb a new culture. They use the library's books on naturalization, citizenship, and easy English lessons. Here advanced students read adult fiction and non-fiction, and it is a time for rejoicing when the adult masters a regular library book for the first time. One woman, well in her sixties, recently received her seventh-grade diploma. To celebrate the event she borrowed "Madame Curie." She brought it back, and sighed audibly, commenting, "My, but that was a wonderful book!"

The librarian works with the schools in the vicinity also. Last year the library contributed a special weekly story hour to the junior group made up of youngsters from nine to fourteen years of age. Members of this age group came from all over the city. They stayed for club work

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"Let's Go Wheeling"

By VICTOR J. DI FILIPPO
Physical Education Director
Central High School
Newark, N. J.

ABOUT A YEAR ago a group of boys asked my help in forming a bicycle club. Out of this grew the Central High School Wheelmen Club. As the club grew such problems arose as types of tires to be used, style of saddle, position of handle bars, and gear sizes. In due time each member of the club was enrolled in the Safety Club of the Cycle Trades of America.

The point system was devised whereby each boy has an opportunity to earn enough points (fifty is the number set for the present) to win a club emblem. The point system used is as follows:

Activity	*Points*
Trips	10
Races (for entering)	3
" (for participating)	5
" (for first place)	15
" (for second place)	10
" (for third place)	5
" (for fourth place)	3
Essay on Bicycling (250 words)	20
Scrap book on club publicity, races, cycling pictures (to be evaluated by a committee, captain of club and adviser)	15
For attending each meeting	2
For every beginner taught how to ride	5

Since a great many boys were buying their equipment at different stores an agreement was made with two of the better outfitters to allow discounts to all club members.

A series of high school championships is run every Wednesday on one of the local cinder tracks, at distances varying from a quarter-mile to five miles. Boys are not allowed to compete unless they are physically normal (not medically excused from gym) and have entered a minimum number of the "pleasure-training" rides held on Saturday and Sunday morning, or twilight rides of ten to fifteen miles at a pace slow enough so that no one gets left behind (usually about 10 miles per hour).

The climax of the season comes with the annual championships held on a half-mile county park trotting track. This event is co-sponsored with the Bay View Wheelmen, which is one of the leading amateur cycle groups in the country. Gold, silver, and bronze medals are awarded to winners in the various classifications. The two divisions are:

Junior (under sixteen years of age)
Senior (sixteen years and over).

The junior division has races at one-quarter, one-half, one mile, while the senior division has one-quarter, one-half, one, and two mile championships.

Stock bicycle races (those with balloon tires and the usual array of fancy gadgets, lights, horn, mudguards) are also included in the championships, and the competition is keen throughout.

Next year it is planned to promote unknown distance and destination rides, nature trips, seashore rides, and all day excursions to points of interest.

One of the best projects the boys put over was the

The Cincinnati Airport Sports Field's three and a half miles of bicycle trails, of which two are hard surfaced, attract many riders

Courtesy Cincinnati, Ohio, Public Recreation Commission

conducting of beginners' classes in cycling. The learner furnished the bicycle, in most cases, but in a few, members of the club loaned their "wheels." Boys and girls were taught the rudiments of cycling — how to mount and dismount, how to make turns, the proper method of braking, when to coast and when not to. Occasionally there were boys who wanted to know more about the mechanics of the bicycle, and these were instructed during some of the meetings in the care and repair of the bicycle.

It is suggested that anyone wishing to secure further information regarding the organization of clubs and of rides obtain from the Cycle Trades of America, Chanin Building, New York City, the comprehensive booklet on cycling which is available on request free of charge.

Although bicycling is classified as an extracurricular activity in our school, we also consider it a vital part of our physical education program because we have found that a great many boys who do not have the ability to excel, or who are not attracted by the usual gym routine of sports and activities, find satisfaction and benefit physically from participating in our bike trips and meets. A parallel situation is found many times on playgrounds.

Some Values of Bicycling

In bicycle riding we have one of the best means of promoting wholesome social living. Since the activity is out of doors, the rider also benefits from resuming contact with nature — something which our industrial and business life has forced us to abandon. Of interest to coaches and athletes may be the discovery that bicycle riding is one of the best, if not the best, activity for strengthening the bugaboo of most sports — knee injuries. The few localized exercises which we have for strengthening the knee are inadequate because they do not hold the individual's interest long enough to derive any benefit; this drawback, however, is solved by bicycle riding, because interest is kept at a constantly high pitch with the scenic picture continually changing, unknown roads explored, and new friends met on the bike paths.

Club Organization Helpful

Recreation departments can inaugurate this activity easily enough and will find plenty of interested "bike bugs." A club may be organized with membership open to all interested parties. Occasionally meetings can be held at various designated points. A "bicycle play day" or "bikamporee" is another possibility. A bike parade, with awards to the biggest, smallest, oldest, most attractive, and best decorated bicycle, is a fine project and will stimulate further interest. A criticism often directed at playground programs is that they are usually confined to the playground itself. This, of course, is sometimes an advantage and is necessary, but in bicycling, the director has an opportunity to take his groups away from the immediate surroundings. This is a valuable addition to the program in city systems where children rarely have access to open spaces.

Safety Education

Since safety education is taught in the majority of schools, most boys and girls know the rules of safe walking and driving, but from experience and personal observation I have come to feel each cyclist should know and practice the following fundamental rules and regulations:

1. Consider your bicycle a vehicle and obey the traffic rules and warnings as if you were driving a car.
2. Have a front and rear light for night riding.
3. Ride carefully and respect the rights of others.
4. Do not ride on sidewalks.
5. Periodically check your bicycle and keep it in good shape.
6. Ride on the right side of the road and do not zigzag.
7. If you love your little brothers or sisters, do not ride with them on the handlebars.
8. Do not hitch on to busses, trucks or other vehicles.
9. No fancy riding in the streets.
10. Do not ride through playgrounds or play areas.
11. Do not park your bike near play areas. (I've seen boys and girls run into a parked bicycle and cut themselves badly, especially if the bike is left flat on the ground.)
12. Have a sound signalling device.

Keeping in step with our mechanical progress the bicycle industry today is producing a moderately priced bicycle which is streamlined, sturdy, comfortable, and also esthetically and appealingly colored. Shock absorber devices, improved rims and tires, soft, rubber-cushioned handlebar grips, horns, dual lights, speed gears (involving change of gear ratios enabling the rider to climb and accelerate easily), are some of the more important innovations.

Community Recreation in Cleveland Housing Estates

By FLORENCE E. CONNELLY and GEORGE P. BAUER

TO THE MORE THAN six thousand people who today reside in the Cleveland Public Housing Estates, life in these homes is a new experience in community living. Here they have, besides the modernly equipped apartments and group houses, well-planned play areas and community space where children may play in safety and adults may spend their leisure hours in the company of their neighbors and friends. Here they may participate in a community program in which they themselves play a major part in planning. Cedar-Central Apartments, Outhwaite Homes, Lakeview Terrace, and Valleyview Homes are located in former slum areas. Where previously existed little or no play space, today there are fifty outdoor play areas equipped with playground apparatus and indoor facilities such as auditoriums, nursery schools, craft and club rooms.

Because of the differences in neighborhoods and existing facilities in the areas where these public housing estates are located, the community space is planned to supplement leisure time facilities existing in the areas. Outhwaite Homes is located in Cleveland's downtown east side. The indoor facilities within the Estate include a large assembly hall, club room and kitchen equipped to provide service for one hundred people in the recreation building, play room for boys with craft shop, girls' play room, and a Boy Scout club room. The outdoor facilities include twenty "tot lots" and two areas devoted to play of older children. These areas are equipped with swings, slides, sand boxes, horizontal bars and a junglegym.

Immediately adjoining the Estate is the Portland-Outhwaite Recreational Center, municipally operated, the facilities of which include indoor and outdoor swimming pools, tennis courts, gymnasium, club rooms, outdoor basketball, volleyball, deck tennis, horseshoe courts and two softball diamonds. All outdoor facilities have floodlights for evening use.

In the immediate neighborhood are located the Phillis Wheatley Association, Friendly Inn, Playhouse Settlement, Hiram House, two branch libraries and two branches of the Cleveland Public Library, the facilities of which are used by many Outhwaite Homes residents. The nursery schools conducted by the Phillis Wheatley Association and the Friendly Inn have a number of children enrolled from the Estate.

As part of the original building program at Lakeview Terrace, a large community building was constructed. Nearby industries and arterial highways tend to isolate this Estate from the neighborhood. The community building has an auditorium, a nursery school wing, game room, kitchen, stage, dressing rooms, craft and club rooms. Adjacent to these indoor facilities is a playground equipped with swings, slides, climbing apparatus, sand boxes and other outdoor equipment. In addition to this there are twenty-seven smaller play lots scattered about this community of 2,100 people. These play lots, equipped with swings, teeter totters, sand boxes, slides and benches, are used daily by the hundreds of children and adults.

Cedar Central Apartments, which houses 654 families, is located on an eighteen acre site which was formerly one of the city's worst slum areas. As is the general practice in public housing, the buildings cover a small percentage of the land, leaving ample space for play and landscaped areas. These large open spaces have the additional advantage of permitting a free circulation of air and admit the sunlight so conducive to the mental and physical health of the tenants.

Miss Connelly and Mr. Bauer, who prepared this article, are Management Assistants in charge of community activities at Cedar-Central Apartments and Lakeview Terrace, respectively.

All streets have been eliminated in the Cedar Central Estate, making it possible to reach the playgrounds and community facilities without the usual traffic hazards. Though many of the tenants participate in activities conducted by such neighboring agencies as the Central Recreation Center, YWCA and YMCA, it soon became apparent that additional facilities for recreational purposes were necessary to meet the needs of the residents of the Estate. Consequently a block of storerooms was converted into a community center for the use of the tenants and their friends. This building contains an auditorium, nursery school, game room, domestic science and catering facilities, print shop, photography, craft, club and lounge rooms.

"Community activities in public housing should perform a dual function. Not only do they give the tenants an opportunity to meet and play and enjoy leisure-time activities with their neighbors, but they serve as a valuable factor in helping the management meet the many new problems with which they are confronted, in aiding the tenants in making adjustments in these new communities, and in conserving the large investment of the taxpayer in public housing for the low-income group in America."

The management of public housing does not attempt to superimpose activities upon the tenants. The counsel of tenants is sought in determining what type of program and activities shall be conducted on the playgrounds and in the indoor facilities. A management representative in each of these housing estates works closely with the tenants in setting up the program of activities. It is the responsibility of this coordinator to assist the tenants in organizing activities, and to make suggestions and recommendations when programs of cultural and educational value appear to be overlooked.

The program promoted by the tenant group is extensive and covers a wide range of recreational and leisure-time activities. Among the various activities which exist in one or the other of these estates are the Boy Scouts, Girl Scouts, Camp Fire Girls, Cub Scouts, and Blue Birds. There are many other activities for children such as nursery school, dramatics, photography, dancing, game room, crafts, art, gardening, health clubs, printing, and outdoor play.

The adults promote credit unions, consumer cooperatives, knitting, sewing, cooking, home management, study groups, picnics, community nights, dances, festivals, dramatics, card parties, holiday programs, private and club parties, art classes, mothers' clubs and tenant councils.

The Outhwaite Homes Federal Credit Union No. 3455 was chartered on September 29, 1939, following a study course in cooperatives over a period of six months. Residents and employees of the Estates are eligible for membership. This has provided a thrift agency for savings, and loans made

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The nursery school at Lakeview Terrace cares for seventy children whose mothers, through a committee, are in charge of the activity

Come to the Hallowe'en Carnival!

By FLORENCE ROTERMUND
Assistant Director of Recreation
Maywood, Illinois

Are you looking for ideas for Hallowe'en? Then try this one and watch the fun!

HALLOWE'EN will soon be here again and the problem of keeping the youngsters off the street and out of mischief is one of the major problems of the community. It is often impossible for any one organization to handle this alone, but if schools, churches, and other institutions can be interested in organizing a program the task will become easier. Both young and old are ready for a large measure of fun on Hallowe'en and will want to attend parties and carnivals. The program should include activities for all ages and the fees and admission charges should be so low that all will be able to attend, or if possible there should be no fee.

In our village of about 28,000 population the schools, churches, clubs and American Legion plan separate entertainment. The American Legion, with the help of the recreation department, conducts a costume parade with prizes and free refreshments. The schools do their share by planning carnivals and shows. One school in the district has become famous for its annual carnival which is looked forward to by the entire enrollment of pupils as well as the parents of the children. A fair sum of money, even though the charges are very low, has been realized from this activity.

The Program

Each room in the school has a concession which is under the supervision of the room teacher who is assisted by some of the pupils and usually several parents.

Several days before the carnival the sale of inflated money is started. One cent will buy one dollar. This money is used instead of the usual currency on Hallowe'en as admission to concessions. Let's all feel rich on this night of witches and goblins!

Three or four days before the event posters appear throughout the school inviting the crowds to see all the feature attractions. A chance to view these colorful and decorative posters is well worth the admission price. This also stimulates a desire for all to attend the "big event." On the night of the carnival the building is opened as early as seven o'clock with all the rooms a blaze of light and ready for business. An admission charge is made at the door of one dollar (one cent) for children and five dollars (five cents) for adults. A charge of from one dollar to three dollars is made for the concessions which include the following:

Organ Grinder and Monkey. An organ grinder and monkey are hired for the evening at a set rate of about five dollars. He is paid from the receipts of the concession.

Fish Pond. Small inexpensive toys are purchased at a novelty supply house and are "fished" for by the patrons.

Burst Balloons. Balloons are inflated and fastened on a large piece of beaver board. Darts are thrown and a small prize such as candy is the reward for bursting a balloon.

Knocking Cats Off the Fence. Wooden cats cut from a three-inch board are set on saw horses. These are placed in front of gym mats which have been suspended from the ceiling. More mats are placed on the floor to lessen the noise of falling cats and balls. Ten cent store baseballs are thrown. Five chances for each contestant.

Night Club. One room is turned into a "night club." A floor show is put on by the children and cider and doughnuts are served.

Point Making Games. One room is set aside for games of skill. Table tennis, rubber horseshoes, ring games, etc., are used. A small charge is made for each game.

Movies. One room is used for the showing of movies. Ten minute shorts and comedies are used.

Ghost Walk. The leader with a flashlight leads the group through a dark hall-

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Recreation leaders will be interested in the Hallowe'en program conducted by a group of school officials in Maywood, Illinois, assisted by local recreation workers. A carnival of this type provides an enjoyable program for a school or other local organization, and in addition it may, if desired, be a means of raising money even with low charges.

Games for Hallowe'en

HALLOWE'EN is a festive occasion — a time for having fun and lots of it! So here are a few typical games to help make your party a merry one. You will think of many others, and you may wish to add to your party program games and activities of other types such as musical games and mixers, elimination marches, and other activities which will make the party more enjoyable.

For these game suggestions we are indebted to the Playground and Recreation Commission of Cedar Rapids, Iowa, which each month issues a practical bulletin on parties and social recreation under the title, "Party of the Month."

Pre-Party Game

Haunting Handshake. Each member of the reception committee wears a paper bag on his right hand. As the guest arrives, the paper bag is put on his right hand and he is asked to shake hands with every person present while wearing the bag.

Active Games

Skeleton Names. Equip each guest with a pencil, a card, and a tag with a string. Each player writes or prints his name in skeleton form on the tag, omitting the vowels and marking a dash in place of each vowel left out. For example, Newton Clay would write N-wt-n Cl-y. Allow about ten minutes for everyone to go about the room and from the skeleton names write down as many as possible. The player securing the largest number of names in the time designated wins. Where people are well acquainted have them select names of fiction characters, actors, and well-known individuals.

Catch the Broomstick. From ten to thirty or more players may take part in this game which requires a large space. The players, who should be numbered consecutively, stand in a circle or semi-circle. One player stands in the center of the circle with his index finger on the top of the broomstick, which is perpendicular to the floor. Suddenly he lifts his finger from the broomstick, at the same time calling the number assigned to one of the players in the circle. The person whose number is called must run forward and catch the broomstick before it lies on the floor. If he fails, he must return to his place in the circle; if he is successful, he changes places with the center player. This game will be very enjoyable if the action is lively and the player who is calling the numbers gives them in unexpected order, sometimes repeating a number that has recently been given, then calling a few in consecutive order, and later skipping over a long series.

If you wish additional suggestions for Hallowe'en games and activities you may secure them by writing the National Recreation Association.

Magic Keys. Players form a large circle and extend left hands toward the center. An extra player with a group of keys runs counter-clockwise around the inside of the circle with his right hand extended. As he runs he takes one of the players by the left hand, and he in turn takes another player. The line continues to grow until the leader drops the keys, when all scramble back to their places. The player who finds his place last starts the next line.

Black Cat Hunt. Before the game hide a number of paper or candy black cats all over the house. Divide the players into pairs and announce that the witch has lost all nine of her lives and that good luck will be the reward of any couple finding all of them. The first couple to locate nine of these small black cats will be adjudged the winner.

Quiet Games

Graveyard Telephone. Arrange the players in a circle. The leader whispers a brief item of news to the first player, who whispers it to the second, and so on around the circle. No repetition or restatement is permitted — each person whispers it but once to his neighbor. The last player states aloud the news as he heard it. The departure from the original is amazing. If the last player's statement does not satisfy the players they may correct it, going backward around the circle, until the original statement is made by the first player. A statement pertaining to Hallowe'en might be used such as, "A crow cawed, the cat meowed and three black bats flew into the room."

Catty Contest. Pass a slip of paper with the contest written on it. Each is given a

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Pupil Adjustment Through Recreation Activities

There is need, says this educator, for a greater appreciation of the value of the proper use of recreation activities in the total development of the child

By LESLIE W. IRWIN
The Laboratory Schools
University of Chicago

FOR MANY YEARS justification of the recreation movement in America has been based largely on increased amounts of leisure time and training for the wise use of leisure. These basic facts have been made so obvious that it is now almost universally accepted that youth should have proper training and guidance in the field of recreation. However, those interested in the promotion of recreation have often seemed content with justifying the need and establishing activities without giving due attention to the proper use and value of recreation activities in the total development of the child. If the recreation movement is to hold the ground it has gained, greater emphasis must be placed on the efficient use of recreation activities in the total educational process.

Within the schools both teachers and administrators in general have recognized the need for recreation in preparing youth to make wise use of leisure time. However, it has been found through experience that the mere inclusion and conduct of a wide variety of recreation activities in the school program is likely to be insufficient when consideration is given to the objectives of the educational program. The teaching of a wide variety of recreation activities does not necessarily assure the best use of leisure, although there may be a greater tendency toward the proper use of leisure as a result of having learned and participated in the activities. The emphasis on leisure, recreation, and recreation activities has been such that their relationship has not been clearly established. That is, the relationship has not been established to the point where it is readily apparent that the proper use of definite recreation activities will contribute to the total development of the

More and more children are finding enjoyment in the marionette classes provided in many schools

Courtesy Sioux City, Iowa, Department of Recreation

pupil of which the wise use of leisure is a part.

It is granted that in past years it has been necessary to emphasize strongly increased leisure and training for the worthy use of leisure in order to stimulate the development of recreation. At present there is a need for a clearer understanding of the contribution the various recreation activities should make to the development of the pupil. As a majority of the schools have accepted the responsibility for recreation, at least in part, it naturally becomes a phase of the total educational process. Since the change in aims of general education in which greater emphasis is now placed on preparing youth for life, the social and emotional development of pupils has been given a prominent place in the school program. In fact, the school program is now designed to develop the whole child, and this makes it necessary to give serious consideration to all activities within the school curriculum which may influence the life of the pupil. Schools are in need of means through which the proper social and emotional development of children can be assured. Recreation activities are of such a nature that they may be used as a means of providing the medium through which better social and emotional development may be obtained. Furthermore, such activities can assist in providing a medium for the normal growth and natural development of each boy and girl in all phases of the school program.

Through a study of the present status of recreation activities within the schools, it at once becomes evident that emphasis should be placed on their value in helping the pupil to adjust to the total school situation as well as in training for the wise use of leisure. Although it has often been stated that recreation activities do assist in adjusting the child within the school it is seldom clearly shown just how this occurs.

For many years the schools have recognized the existence of individual intellectual differences and capacities of pupils. Throughout educational literature there is an abundance of information pertaining to the recognition of individual intellectual capacity. Methods and procedures have been devised to care for these intellectual differences. Equal attention has not been given to individual social and emotional differences and capacities of children. Perhaps this has been due to the fact that formal classroom situations are not particularly conducive to individual social and emotional expression. The proper organization and conduct of recreation activities provides situations where it is possible to give the proper study and attention to the recognition of individual social and emotional capacities.

Educators and parents are aware of the many social and emotional stages through which even the normal child may pass. These stages and reactions are so varied and complex they are beyond classification. They may vary from extremely pronounced cases to those barely discernable in the normal individual. The duration of the stages may be for only a short time or for many years. Seldom is it possible to determine clearly the underlying cause. Few teachers or parents in the past have exhibited the proper tolerance and understanding of these emotional changes in the child that so materially affect development. Often both parents and teachers become over-concerned about the slightest deviation and in an effort to do the utmost for the child they are apt to prolong the trouble and in many cases do permanent harm. The school organized for intellectual development alone is not in a position to deal successfully with the complex problems of childhood. Properly conducted recreation activities provide an outlet for emotional expression which is often helpful to the child in passing through any stage, even though it may be only a slight departure from the normal self. Group activities of an informal nature are extremely important for both the pre-adolescent and adolescent pupil.

The nature of recreation activities is such that desirable results may be obtained through their use more readily than in academic fields. Participation in physical activities especially places pupils in situations where emotional control is easily lost. Continued participation under skillful guidance teaches the child to control the emotions under stress. Similar situations are not readily found in the classroom. A program of recreation activities within the school provides the opportunity for pupils to become accepted members of the group. The differences in intellectual capacity among pupils immediately indicates an obstacle which is often hard to overcome especially by those in the lower ranges

In order to realize a plan of close coordination between intellectual development on the one hand, and social and emotional on the other, emphasis must be placed by the academic teacher and the school's recreation leader alike, on the actual and specific contributions which each has to make toward a type of progress designed to prepare youth to make the best possible adjustment to adult life.

of ability. Satisfactory adjustment within the group is generally recognized as a prerequisite to efficient progress even in academic fields. Recreation activities give the child the opportunity to gain satisfaction and confidence through accomplishing something well. Frequently this is the only means by which some pupils gain acceptance within a group.

In late years there has been a tendency to conduct remedial and corrective work in certain phases of the school program. Apparently little attention has been given to the effect this may have on the personality of the pupil. There is more or less of a social stigma attached to being placed in a remedial or corrective group that often outweighs any possible value received otherwise. Removing pupils from the regular normal routine of the group often creates and accentuates social and emotional problems. Most activities in the recreation program tend to submerge any suggestion of a variation from the normal. It is one place in the school where all children may participate and be regarded as normal individuals.

The development of character and personality is an objective of education. The actual means by which these qualities are developed have been largely concomitant with the total school program. That more direct methods have not been universally employed is due perhaps to an absence of positive ways of accomplishing the task. Attempts have been made to list, analyze, and define character and personality traits. Such terms as loyalty, honesty, fair play, cooperation, initiative, leadership, courage, obedience, and sportsmanship have been used in one way or another in dealing with the development of character and personality. However, educators often fail to make them readily understandable for the pupil either in theory or in actual practice. There is a lack of agreement as to the meaning of these terms among adults. The lack of understanding is perhaps greater among children. Through the abundance of situations directly related to character and personality in recreational activities there is ample opportunity to clarify and demonstrate the meaning of these traits through actual practice. If the proper recreational activities are not provided in the schools as they are organized today there is little hope that the true meaning of character and personality traits will ever become clear to the child.

Recreation activities usually challenge the interest of even the dull child. Progressive groups in the field of education are attempting to give the greatest consideration to the interests of the pupils. It is possible to capitalize on recreation as another medium through which child-interest may be developed in the total school program.

Teachers have come to realize that it is extremely difficult to force children to comply with the routine behavior associated with the school program. That is, it is difficult to force them to comply with certain routine behavior and obtain desirable results. Recreation activities assist in obtaining routine behavior without applying the element of force. Results obtained through recreation may be made to assist in other phases of the school program in eliminating the necessity for the application of force.

As experience has shown that the recreation program within the school can be made valuable in securing pupil adjustment to the entire school situation it naturally follows then that the next step is in bringing about a close coordination between intellectual development and social and emotional development. One should not be sacrificed for the other but they should supplement each other.

There is a nation-wide movement among departments of education to change, modernize, and improve the school curriculum. Educators are trying to work out new programs to get away from the lockstep of subject matter and to think in terms of major fields or areas of education. One of the more recent classifications of these fields of learning is found in a bulletin of the Louisiana State Department of Education in which five broad, major areas are designated: Social Studies; Language-Arts; Science-Mathematics; Creative Arts and Recreation; and Practical Arts. It is significant to find recreation listed as a major area in the field with creative arts.

Besides suggesting activities in the field of physical recreation, the Louisiana report offers outlines showing how manipulative and building arts, the fine arts, music and drama may be correlated. It suggests how more and more education will think of the total school program—all the subjects and activities — as educating for leisure through the creative and recreative arts.

It is a hopeful sign for recreation that a few forward-looking curriculum planners have the conception that recreation belongs not to a subject nor a department, but that the whole school program can contribute and function not only to the learning processes but to the enrichment of life.

Camp Fire Girls Honored

In 1938 Camp Fire Girls surveyed the conservation needs of their various communities and developed twenty-five-year plans for saving trees, conserving birds and flowers, reclaiming city dumps and transforming them into playgrounds. These long-range plans are now being carried out with the aid of local conservation specialists. So outstanding have been the results of this nation-wide activity that the United States Department of Agriculture, through its Forest Service, last summer paid tribute to the young tree-savers by dedicating a whole forest area to them.

The United States Forest Service on August 16th honored the Camp Fire Girls of America for their valuable conservation work throughout the country by dedicating to them a recreational area in the Arapaho National Forest of Colorado. This area comprises more than 965,000 acres of unspoiled woodland with sparkling lakes, spectacular canyons, beautiful alpine flowers, and mountain peaks more than 10,000 feet high. The permanent camp of the Denver Camp Fire Girls is located in this forest by special permission of the Forest Service.

Dedication exercises were held in the forest where a bronze memorial tablet was placed on an ancient boulder at Arapaho Viewpoint, about eighty miles northwest of Denver in a rugged section of the Rocky Mountains. The tablet bears the inscription "Dedicated to the Camp Fire Girls whose work in forest conservation has helped direct the attention of American youth to the importance of their country's trees and soil."

Dr. Arnold Minnig, president of the Denver Council of Camp Fire Girls, who presided at the

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"Still-Hunting"

A novel and fascinating sport which consists of searching for other people's talents and hobbies and of encouraging their fullest possible development

By GRACE SHULL EICHMANN
Visalia, California

"YOU WILL have to admit that this San Joaquin Valley is a cultural wilderness." That remark was made by a professional artist who had recently come to our town, and my mind went racing back along a trail of hobby adventures.

Henry and I had great sport in the Rockies when we were young, hunting and fishing—genuine hobbies. We married and went to live in a prairie village. Henry lamented, "Nothing to hunt but jackrabbits!" I added, "No trout streams to flick!"

Possessing optimism we took up a sport that we called still-hunting—searching for others' hobbies and encouraging their development. We made friends and had fun with them in rehearsing and presenting programs of music and drama. Visitors from other towns exclaimed, "What surprising talent for a farming community!" Though we hiked up hills, gun-hunted occasionally, and vacationed along the Little South Poudre and in Estes Park, we were getting more genuine pleasure from the hunting that brought richer living than we had before with rods and guns.

We moved to Visalia, then a boardwalk town in the San Joaquin Valley in California. And a new group of friends began to put on programs. Again audiences were astonished at the unusual ability in a small town. Talent needs only to be discovered—and talent-trailing is jolly good sport.

One day an almost blind neighbor said, "I have such a longing to write a history of California! But how can I?" Well, we had, in a way, pledged ourselves to help folk realize dreams. Eventually *The Land of the Golden Poppy* was published locally, illustrated with block prints by a young artist neighbor.

Henry and I, who were doing a little writing, decided that to study with others might mean advancement. Miss Mitchell, one of our teachers, was writing a history of Tulare County, and we initiated her into the technique of still-hunting which consists in listening in on conversations and watching the play of emotions evidenced in voices or by facial expressions when certain activities are mentioned.

Still-Hunting Brings Results

In February, 1936, six would-be writers and two musicians met at our home. We reviewed Brande's *Becoming a Writer,* criticized some original poems, and organized the Creative Arts Fellowship. The members still-hunted, and after two months there were ten writers and eight musicians who formed a separate unit to study musical history, work for artistry in interpretation, and to produce musical compositions.

At a party and potluck dinner in the charming Mitchell garden on a June evening, the writers read original short stories, poems, and plays. The Music Unit led the Fellowship in singing. Our first club season had proved satisfactory.

During the summer we listened, watched and queried, "Creative Arts, who?" The first answer was Earl Venables who had illustrated the locally published *Land of the Golden Poppy.* He and his wife became skillful still-hunters, and in October a unit was organized for the study and practice of Arts and Crafts.

Each unit worked out a definite eight-month program for study and for discussion and criticism of productions. Each unit grew and developed skills. But deciding that the varied interests needed to be more closely allied, they formed a Fellowship Council. It included the president and a coordinator from each unit and three life members selected from the initial group of eight. These lifers are coordinators at large, working for the whole. They will be replaced upon permanent removal from Visalia.

Unit coordinators report the plans and progress of their units to the Council and report back any Council plans or suggestions. The payment of one dollar annually in any unit entitles to membership in any or all units. Several are members of two units.

The Fellowship holds three joint meetings

annually—an inspirational dinner meeting with an outside speaker in September, quite formal; an invitational guest night and exhibit in March; and a jolly garden party and potluck dinner for members and their families early in June.

The Arts and Crafts Unit decorated the hall and put up a surprisingly varied and excellent display for the first annual guest night. Each president gave a talk. Numbers by the Music Unit and original productions by the writers were presented.

The following week a member of the Fellowship read in a western magazine, "One can produce a genuine work of art in arranging a bouquet or planning a garden if he observes the foundation principles of art—background, composition, center of interest, balance, rhythm, and unity." You can imagine our next move. Quiet, individual explorations began to locate lovers of gardens. In the fall a Floral Unit held meetings in the afternoons; other units had to meet in evenings because few men are free at other hours. The garden enthusiasts met in lovely gardens, in being-made gardens, or in wooded retreats where they reviewed and discussed articles, exchanged information, demonstrated floral arrangements, and drank fruit juices and ate sandwiches. The gardeners always insisted upon refreshments! At the June garden party in Mooney Grove, our County Park, the new unit decorated the tables.

The second anniversary guest night was held in a larger hall, but the exhibits were crowded. The Floral Unit provided exquisite bouquet arrangements. The Writers' Unit gave awards to high school students for the best prose and poetry submitted. The Arts and Crafts Unit gave awards to high school students who exhibited block prints. Each unit, as at every joint session, contributed program numbers.

At a meeting of the Writers' Unit given to the study of how to write dramas, a writer suggested that the Fellowship needed a Drama Unit. Soon a young man who had been writing and directing plays for his eighth grade pupils headed a group of adults preparing to stage plays.

The garden party was enjoyed again on a June evening at Mooney Grove, under the lovely arched branches of the oaks of Tulare. The Drama Unit provided a humorous illustrated monologue.

"Many communities have turned to their own resources, and people to their own talents; some are making notable contributions to folk culture. Music, drama, and folk games are the cultural media — the means of self-expression."—*Bruce L. Melvin* in *Youth—Millions Too Many?*

At Our Third Guest Night

The third anniversary guest night was observed in our Civic Auditorium—the only building in Visalia large enough to house the exhibits properly and hold guests and members comfortably. The Drama Unit that had previously presented "The Playhouse"—an entire evening's performance—gave a one-act play. The Music Unit assisted.

The Floral Unit decorated the auditorium with graceful bamboo and flowering acacia. Using designs from Orient and Occident, they supplied charming floral arrangements for the display tables besides having two long tables of their own—one for flowers, the other for an artistic display of gourds of many shapes, sizes, and colorings.

The vocal and instrumental contributions of the Music Unit were outstanding. Their exhibit table held old manuscripts on parchment, original compositions, and scrapbooks, one with clippings of forty years. There was also a fine book of German and Italian librettos and an Italian violin dated 1743.

The Arts and Crafts Unit displayed their own pottery, weaving, hooked rugs, woodcraft novelties, a designed costume, oils, water colors, etchings, engravings, and miniatures painted on ivory. Again there was a high school section with ribbon awards.

The writers' table held nationally known publications carrying contributions of nine members, a display of rejection slips, and our own bimonthly magazine, *The Twig*. For this publication each writer types enough copies of her contribution for each member and one to keep on file. Assembled in folders that are decorated by one of the artists, the contents are read at the next meeting, criticized, and possible markets suggested. *The Twig* idea was suggested by the city librarian, one of our members.

The scope and excellence of the exhibit astonished our guests—and some of the Fellowship as well! A business man told a member of the College faculty, "That program and exhibit at the auditorium was the greatest eye-opener I ever had." Our county librarian said "I am sure this Creative Arts Fellowship is the most valuable movement inaugurated in Visalia in the last ten years."

"Talent needs only to be discovered, and talent-trailing is a jolly good sport."

Some of the Results

Study and practice of these creative arts based upon identical principles has produced harmony of thought. Families have been unified in fascinating leisure-time activities. There have been financial as well as cultural and spiritual gains. Three members, once lonely souls, now rejoice in friendships that are remaking their lives. One said, "I didn't know it was possible to have such friends. I have always lived alone."

A writer's first acceptance brought a check for fifty dollars. A greater reward was the jubilation of her husband and two young sons. Seven other acceptances by standard magazines have followed.

A charming ranch woman, one of the initial group of eight, has had many poems published. Moreover, she has been the inspiration of the Floral Unit. As its president she initiated a garden contest for elementary pupils. In this contest judges take handicaps into consideration. The first year sixteen children contested. A little Spanish girl won first award for flowers; a boy, twelve years of age, won first for vegetables. The gardens were the only loveliness in sight at those two homes, save for the beauty of cleanliness. This second year fifty-two children did acceptable gardens. The Writers' Unit offered the young gardeners awards for stories of their gardens and were delighted with results.

Invited to join as a musician, another of the Fellowship said: "If you don't mind I shall interest myself in writing. That will be genuine recreation." We liked her work and urged her to try for publication but she protested, "Oh, no. I just write for fun." Yet the first work published by a member was her poem, "Contentment" in *Driftwind*.

"Because I have known the regal
Simplicity of queens
And walked with poets,
I am content.
"Because I have trod marble stairways
That sweep upward to halls
Where music is enshrined,
I am content."

No doubt she was referring to the time when, as a tiny girl, she met Tennyson in his dark Inverness cape, and he gallantly presented her his boutonniere; and to the time she and her lovely sister played their violins before European royalty.

This woman never mentioned to the Fellowship her delightful friendship with Roumania's poet-queen, nor showed her jewelled brooch, replica of Britain's crown, that she had received from the hand of Queen Victoria. She *had* told the Music Unit, by request, of student days in old Vienna.

"Now though my roof be lowly," she concludes, "if from
My home the color-pageant of the hills
Stretch evermore,
I am content."

. . . . . .

Our first artist-discovery, Earl Venables, is the vitalizing force of the Arts and Crafts Unit, and his home is the art center. He can devote only Sundays and evenings to his hobby, yet we marvel at the exquisite effects he gets in color, light, shadows—even when he paints by electric light.

Given an enlarging lens, Mr. Venables uses a five-gallon can and other odds and ends to make an enlarging outfit with which he secures remarkable results. An expert still-hunter, he found the delightful woman who paints miniatures on ivory, out on a distant ranch in an adobe house. He discovered Sarkis Beulan, engraver, who has had engravings in many leading magazines. He was so happy over the Fellowship association that in friendly appreciation he has helped the younger artist perfect his etching technique. Mr. Venables brought in another professional artist — Christopher Seiberth, the only artist honored by a one-man exhibit in San Francisco of paintings of our Big Trees, the Sequoia giganteas.

The personnel of our Creative Arts Fellowship is most diverse. Ages range from high school to more than Biblically allotted years. Occupations are ranching, teaching, preaching, waiting tables, mechanics — why enumerate further? We are united in the purpose to discover and encourage native ability and to promote appreciation of the Creative Arts.

March 11, 1940, was the date of the fourth annual guest night. The event again registered progress. The Floral Unit reported two hundred ten pupils in the fifth and sixth grades had signed up as garden contestants.

This achievement proves that life in an American town need never be commonplace. We believe that our Fellowship will prove a vital factor in dispelling "wilderness" atmosphere in Visalia, now a town of 10,000. We are convinced, also, that any town can duplicate our cultural gains, our fun and our friendship.

After High School—What?

By J. HARDING ARMSTRONG
Superintendent of Schools
Westboro, Massachusetts

A Massachusetts community which has a population of about 5,000, considers the needs of its young people between the ages of eighteen and twenty-five, takes stock of local resources, and makes the establishment of a recreation program its immediate objective.

IN RECENT years this question has become of increasing importance not only to the young people leaving high school and to their parents but also the communities in which they live. Because of the difficulty of securing employment, the shorter hours of work, and the greater need for education beyond the high school, the youth need the assistance of organized society much more than in the past, and throughout the country many attempts are being made by local groups to meet this problem.

For several years a group of citizens in our town has felt that the greatest need of our young people beyond high school age has been more adequate recreational opportunities. Several groups, especially among the young men, have formed organizations of their own to carry on social and athletic activities, but because of the lack of permanent leadership they have not functioned satisfactorily. Three years ago there was a movement to organize a Boys' Club and the matter was brought before the town. At the annual meeting it was voted to appoint a Boys' Club Committee to make a study of the problem. After a careful investigation this committee reported that the facilities for a recreation program were reasonably adequate but that proper leadership was lacking. It recommended that a leader or director be appointed to work under the supervision of one of the existing town committees.

The chief obstacle to the execution of this plan was a financial one, but last spring a public-spirited woman who realized the need generously offered the necessary financial support. A conference was held with the director of recreation from the Massachusetts State College and he assisted materially in making plans for the program. Valuable advice was also secured from the National Recreation Association.

One of the most important problems was the selection of a town committee to assume the sponsorship of the project. For several years the School Committee had rented the high school gymnasium to various groups and had shown a definite interest in the development of a recreation program for the young people. Furthermore, most of the activities would have to be carried on in the high school as it was the only building in town suitable for the purpose. For these reasons the School Committee was asked to sponsor the project and it heartily agreed to assume this responsibility.

Under the authority of a recent law permitting school committees to expend public funds for conducting recreation programs for youth and adults, the committee voted to appoint a director of recreation to organize and conduct the program. After a careful search for qualified candidates, Willard G. Patton, who had had much experience in extension work of various kinds, was selected for the position. Soon after the opening of schools in the fall he began his work under the general supervision of the superintendent of schools with the understanding that he was to develop a program primarily to meet the needs of the youth between the ages of eighteen and twenty-five.

Mr. Patton writes as follows regarding the organization and growth of the program:

"In order to devise intelligently a program that would meet the needs of the greatest number without conflicting with activities already provided for or interfering with those initiated and carried out by the young people themselves, the director made a thorough survey of the activities and interests of the 675 young people living in Westboro who came in the age bracket suggested."

Learning the Facts

The survey included the recording of the occupations and interests of the various age groups. It was interesting to find that of these young people 105 were the more or less transient group of employees at the state institutions where an adequate program is provided for them. About seventy more were attending school, leaving approximately 500 for whom a program should be

developed. Our records of participation show that we have reached in one way or another 235 of this group. More important for our purpose was a knowledge of the recreational habits and desires of these young people, and our questionnaire gave us this information. By summarizing their interests and checking their free time we were able to plan a program suited to the choices of the majority. Before starting the program, however, a registration was conducted and all were given an opportunity to indicate the activities in which they preferred to participate.

"Public recreation programs, both physical and non-physical, must be greatly expanded. They have been regarded too long as a public service in the luxury class. The contribution they can make to a higher level of physical fitness and to the preservation of morale in times of stress must now receive general recognition."—From the *American Youth Commission*.

Since physical and social activity plays such an important part in one's physical and psychological condition, and the high school is well equipped to provide for such a program, the major activities are of this sort. Periods are devoted to basketball, informal games, dancing, swimming, and bowling (the latter two outside of the school building). Four teams of young men play two basketball games each week. A growing number play badminton, shuffleboard, box hockey, table tennis, and other games during the periods alloted for such activity. Dances have thus far attracted from forty to sixty young people on Saturday night. Eight women's and four men's bowling teams compete weekly at the bowling alleys. A women's group swims regularly at the Worcester Y.W.C.A., and a men's class at the Worcester Boys' Club.

Some prefer mental recreation and growth. For these, two programs are being provided. One, a lecture course in social hygiene supplemented with reading assignments, and another a Town Meeting of the Air discussion group.

Others prefer to learn to use their hands skill-

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Courtesy Los Angeles Public Schools

Recreation for Older People

Although Los Angeles insisted that people do not grow old in Southern California, they did have to admit that recently a group of youngsters all over 55 years of age finally gave up playing their schedule of regulation hardball games!

But it does seem to be a serious fact that people in Los Angeles who have enjoyed tennis, dancing and swimming seem to continue to enjoy these pursuits throughout the years.

Horseshoes and roque courts, of course, are standard equipment on playgrounds, and at the larger centers in Los Angeles it is the standard practice to designate a corner of the playground for men of middle and old age where they may gather to enjoy these and others of their favorite games. About a dozen groups meet weekly for old-fashioned dancing. The playground and recreation department provides a place and occasional supervision when necessary, but the older people manage their own parties, finance their own music, and call their own dances.

Twelve years ago the president of the Los Angeles Playground and Recreation Department issued an invitation for lonesome people to attend a meeting at one of the playgrounds. Out of this meeting has grown the unique club which meets every Sunday afternoon at one of the larger centers for concerts and other social entertaining. And then there are garden clubs at several playgrounds and stamp clubs and clubs for deep sea fishing enthusiasts, all of which are composed largely of elderly men and women.

St. Louis asked right away, "How old are older people?" About a third of the 500 members of the Missouri Walk Ways Association in St. Louis are people from 40 to 70 years of age. The program of this Association is mainly hiking, but it also calls for many types of nature study groups, geology groups, horseback riding, game parties, and camping. The older members of the group are very active in the hiking stage every Sunday, and they have enjoyed the week-end camping period during the year.

From the Northwest, Minneapolis reports rooms for checker clubs and card clubs at all of their permanent centers. Out-of-doors shuffleboard and roque and horseshoe courts are provided. For older women, there are mothers' clubs, card clubs, sewing clubs, and needlecraft clubs.

The Bureau of Recreation in Pittsburgh finds bocci a favorite game for older men during the outdoor season. At one of the centers a group of forty to fifty Italian and Syrian men from 40 to 70 years of age play bocci from mid-afternoon until the center closes at 9:30 at night, taking time out only for a meal. During the indoor season several centers have made large rooms available for older men, where they play cards and checkers.

In Detroit, the Department of Recreation is conducting an impressive program for older people. Cards, checkers, horseshoes and old-time dancing (two old-time dancing groups have been in existence for more than 15 years) are standbys here as they are in many other cities, but there are also stamp collecting groups, public speaking groups, camera clubs, fly casting clubs, lawn bowling groups and gymnasium groups, all of which are conducting programs which attract particularly older people. At one center a special swimming instruction class is being conducted for blind persons, many of whom are older people. As strenuous a game as volleyball is played by a good many older people following their regular gymnasium classes.

In recent years model building has attracted many of the older men. Model power boats, model racing cars, and model airplanes seem to be the most attractive projects in this part of the program. During the Inter-

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This article does not attempt to tell all that is being done for the recreation of the older people of the country, but it does show what some cities are thinking and doing. It is interesting to note that more is being done, in these cities at least, for older men than for women. Several cities have made the comment that these men may come to the recreation centers to get away from their own homes or the homes of relatives where they feel they are in the way or a burden. Since the majority of them come regularly, the recreation they enjoy there is probably one of their few social outlets. If present population trends continue, there are sure to be relatively more older people than younger in the future, and recreation departments will soon be called upon to provide much more in the way of program, facilities and leadership for older people than they have done in the past.

Fun Comes to the Family

By HARRY D. EDGREN
Associate Professor of Physical Education
George Williams College

"Firelight on happy faces, open books to be read and discussed, hospitality with its wealth of riches given and received, silly family jokes and nicknames, laughter, music, holidays and leisure hours together — they spell the magic of the true reason for home."— *Sara J. Wardell* in *Parents' Magazine.*

"WHEN FUN comes to the family" understanding, sympathy, tolerance, and general cooperativeness may become a vital part of family life. The spirit of play is conducive to these values which are the results of sharing and participation in activities. Parents no longer order their child to a room to be happy but rather suggest that he or she participate in some activity which brings satisfaction and happiness.

In the past, we were cautioned "Be the labor great or small, do it well or not at all." When the spirit of fun comes into the family a completely reversed philosophy takes hold. It might be expressed as "Whatever is worth doing is worth doing" (even though badly). Thus a single member of the family's plan may be a sufficient reason for the rest of the family to join in the activity because sharing in the enterprise becomes as important as any end result. This kind of family becomes content with not as good as father could do it but good enough for the family, no matter who does it.

This spirit of fun in the family makes for many humorous situations which may help to develop a sense of humor in all members. After the visitors had left a mother was reprimanding her son for just looking and saying nothing. She finally said, "If you would just open your mouth and say anything it would be better than just standing there looking like you were dead." The boy brightened up and said, "Gee, mother, could I say 'hello, phooey'?" This mother's answer to her son could be the means of real understanding and fun in the family. When fun comes into the family humor, the spirit of play, appreciation of one another's worth, a sense of belonging are likely to occur and be aids to democratic and creative family life.

But what are some of these activities which bring fun to the family? Let me propose that "Fun comes to the family *when*" the entire family is willing to recognize, promote, and provide fun activities and equipment. The first of these is the permanent recreational equipment that can be bought or made and which can be played in parlor, basement, or backyard. A good family slogan is buy a good family game for Christmas and thereby contribute a game each year to the family kit or game box. These games become a common denominator for all members of the family. Witness what the game of table tennis, checkers, crokinole, and Chinese Checkers have done in family play. These games afford opportunity for good wholesome competition in games of skill where every member of the family has a chance to excel.

Another possibility is table activities following the evening meal. Oftentimes just sitting and listening to a favorite radio program makes for good conversation of the entire family following it. Jack Benny and Charlie McCarthy are now making this contribution to many families around the Sunday evening meal. Maybe today we could resurrect the idea developed years ago in the south when on the back of the oilcloth was imprinted the game of Nine Men's Morris, suggesting that following the meal the dishes were cleared, the tablecloth turned over for family play. Maybe today we could add to this the family story or a few good jokes when the entire family is present.

The family party nights are today making a contribution in the lives of some families. Here the family creates and develops a regular party including trick stunts, the family paper, family singing, and social games with an occasional evening in which another family in the neighborhood is brought in to share in the fun. Here different members of the family change their responsibilities from week to week. Some weeks father cares for the refreshments and mother the family sing.

Family hobbies is another area in which families can share a common interest. The collecting of maps, photography, and musical instruments can become family hobbies as well as individual hobbies.

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The Park of the Future

By HENRY S. CURTIS
Ann Arbor, Michigan

THE DUNES State Park of Indiana is the state park of tomorrow in the world of today. Contrasted with neighborhood parks where people come for an hour or drive by to see the trees and flowers, the Dunes State Park is a place people want to visit for a day or longer because it provides the essentials for such a stay. If tourists are to spend the night, they must have a place to sleep; if they cook, they must buy groceries; if they are driving, they need gas; and all of these facilities are provided at the Dunes.

Situated between the cities of Gary and Michigan City, the park contains 2250 acres and boasts a beach frontage on Lake Michigan. Judging from license plates, a majority of its daily patrons are natives of Chicago, which is forty-four miles away.

We visited the park one Sunday with some seven or eight thousand others. At the gate we paid ten cents admission and drove on to the parking area which was crowded, but not uncomfortably so. Just to the left of the park entrance is the camping ground for tents and trailers, and farther back in the forest is the camping ground of the Boy Scouts of the city of Gary. A carload of campers must pay a twenty-five cent fee for overnight camping privileges, with wood and water furnished.

Over three miles long, the beach is generally covered with bathers for almost its entire length—a significant fact to be noted by city officials who think a quarter mile bathing beach is adequate. Dune Creek enters the lake beside the bathhouse, forming a pond about a quarter acre in area. It includes a natural wading pool, much more attractive to children's feet than the concrete pools usually furnished by park authorities.

Directly on the shore are the park hotel, restaurant, and bathhouse. Usually it is impossible to walk into the hotel and secure an immediate reservation, for often all of the rooms are reserved two weeks in advance. It is not surprising, however, because the prices are reasonable, on the American or European plan. Because of the location of the hotel, the windows either look out on the lake or across the rolling dunes.

The restaurants and bathhouse are part of another large building adjacent to the hotel. There are counters for sandwiches and ice cream, and a dining hall where plate luncheons and excellent full course dinners are served. Of course, there is also a store where you can buy film, postal cards, and the curios which seem to have a universal appeal for tourists.

Perhaps the most distinctive feature of the Dunes is the hiking facilities. The hiking trails delight enthusiasts, for in one section a hiker is immersed in a primeval forest of pines, cedars, and hemlocks, and later he walks among basswoods, ashes, and elms. The Dunes area also contains great varieties of birds, swamp flowers, and sand flowers for the self-styled naturalist to study.

There are ten trails which twist about the dunes, winding to the top of some of the lofty ones which are nearly two hundred feet high. Hikers always pause on the dunes for a panoramic view of the lake and shore, looking at Michigan City on one side, and on a clear day, Chicago, thirty-five miles across the lake in the opposite direction. The most amazing feature of the trails are the three "blow-outs." These are places where the wind is carving the dunes into new forms, sometimes concealing an entire forest till only its topmost branches appear above the sand, and other times uncovering a forest buried by the same mighty grave digger years ago.

After visiting state parks in surrounding states, it can easily be seen why the Dunes is a park of the future. None of the others are providing hotels, cottages, restaurants, grocery stores or gas stations. Instead, by the side of the large parks is a mushroom growth of private develop-

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"The Indiana state park system was established to provide areas where the public might forever have the opportunity to observe trees and plants, birds and wildlife, in the setting for which nature intended them; where the visitor might exercise the primitive urge to tramp mile after mile through forested areas, along streams and over hills; where he might cook his meals over a campfire and sleep under the stars. . . . Water plays an important part in the recreational value of Indiana's state parks, each of which has a stream flowing through its borders or contains a lake—natural or artificial—to increase its values."—*Myron L. Rees* in *American Planning and Civic Annual.*

Recreation and Physical Education for the Blind

By CHARLES BUELL
Physical Education Instructor
Washington School for the Blind

THE IMPULSE to play is universal. Blind children want to express their play impulses just as much as do normal children. Because they are handicapped it is important that the growth and development of blind children be as near normal as possible. Since their vitality is below normal playground and physical education are necessities, for play not only helps them overcome fear and helplessness, but it also teaches alertness, courage, and skill. A good recreation program will do as much to develop blind children into normal personalities as any other activity carried on by the school. Such a program, however, must be under the supervision of a leader who thoroughly understands recreation and who can apply its principles to this handicapped group. This leader strives to develop a desire for active, robust play and for habits of health and freedom of motion, all in the light of the general objectives of physical education, for these must not be forgotten.

Many of the schools for the blind offer broad programs of recreation. A good recreation program in these schools includes athletics, indoor and outdoor games, dancing, reading and story-telling, pageants, music, drama, and social activities. Through participation in these activities, blind boys and girls develop into normal personalities. After graduation they enter the world with a feeling of confidence rather than a sense of inferiority common to many blind persons.

Major Sports and Games

Most people believe that the blind must follow a more or less inactive, sedentary life. They do not get around easily, but many of them enter the most active sports. Playing by themselves, blind boys can enjoy all the major sports. They can compete on an equal basis with sighted opponents in wrestling, swimming, and track and field. Other games, however, are played with a few variations from the official rules.

In softball, for example, the ball is rolled on the ground to the batter. He hits the ball and runs to a teammate who is calling him on first base. This teammate, who must have some vision, acts as guide for the base-runner. Another variation used on large fields is calling the batter out when a fielder catches a rolling ball.

Football is played under regulation rules with the exception that the ball must be put in play on the word "hike." If all the players are blind, the runner takes the ball from the ground between the center's legs and plunges forward through the line—no end runs, reverses, or passes are permitted. Although this is a rough game, the players never receive serious injuries.

In track and field the blind compete in the dashes, high jump, broad jump, pole vault, shot put, and tug-of-war. The latter two events offer no handicap to the blind. In the dashes the runner follows a taut wire or runs toward a whistle blown at the finish line. A good blind athlete will make better records using the latter method. A blind boy can be taught the correct form for the running high jump, running broad jump, and pole vault. Through constant practice he can learn the right timing for the take-off. A ringing alarm clock, placed on the take-off and removed just before the jumper hits the take-off, will aid the sightless athlete in his practice jumping.

Although blind children learn to swim easily, it is a little more difficult to teach diving to this group than to normal children. Since most blind boys and girls express no fear of the water, some schools have formed swimming teams to compete with public schools.

Blind boys often become proficient wrestlers. In fact, two of the best high school wrestlers in the Northwest are students of the Washington School for the Blind. The wrestling teams of Overbrook, Oregon, and Washington have made outstanding records in competition with public high schools. The blind do not expect to be shown favoritism or given any advantage over their opponent; they go on the mat on equal terms, and from then on, it is a question of who is the better man.

The California School for the Blind develops teams in track and field, football, and basketball. Competing in the playground leagues of Berke-

In supplying games and puzzles at cost, the American Foundation for the Blind is performing an exceedingly practical service. The Foundation may be addressed at 15 West Sixteenth Street, New York City.

ley, the track and field team has been particularly successful, and the football and basketball teams have won about half of their games. But far more important than victory, the players have learned fine sportsmanship and made acquaintances and friendship with normal boys. This is a significant factor in institutional life.

Indoor Games

Indoor games are of equal importance in recreation for the blind. At the Washington School, each year ladder tournaments are conducted in checkers, chess, dominoes, and table tennis. Since children will grow tired of cards and checkers, other games must be introduced to maintain interest. These games must be suitable for use by the blind and partially sighted.

Pin ball games, with money attachments removed, have given much enjoyment to students at the Washington School for the Blind. A major league baseball game is in almost constant use. By removing the glass from the top of the game, the boys are able to determine the position of base runners. Tournaments and pennant races are organized.

Touchdown, a dice football game, is the leading pastime of the fall months. A play is called before the dice are thrown, In a short time the boys commit to memory the chart of gains and losses which accompanies the game. The boys represent college football teams and organize conference races. The prediction of college football scores has become very popular. Each Monday during the football season, twenty evenly matched games are selected from the schedule of the following Saturday. The boys hand their written predictions to the recreation leader. This contest has not only developed some experts but has stimulated interest in radio football broadcasts.

During the winter months a game called Basket is played frequently. This game is constructed in the form of a small basketball court. A ping-pong ball rolls around on an uneven surface until it settles into one of twelve holes. The player then operates a lever propelling the ball toward the basket. Klik ball is another popular pastime. A cue is used to push balls up an incline marked with numbers. Since a mechanical device prevents the balls from rolling to the foot of the incline, a blind player can read his score. The boys at the Washington School for the Blind have worked out a system to conduct an entire track and field meet on a klik ball basis. The students also enjoy playing the gee-whiz horse racing game. In this mechanical game, a different horse wins each race. One player acts as banker, giving odds and collecting chips. Since no money changes hands, they can learn safely that betting is usually a bad investment.

There are many other games which are played in leisure hours. During the year interest wanders from game to game, so one cannot predict which game will next come into popularity. Over a period of time the Washington School for the Blind has spent fifty dollars on games, but it has been a good investment. When the students occupy their leisure time playing games, there are few discipline problems. More important, however, these girls and boys are learning the games enjoyed by the public school child. When these students leave the school for the blind, they are able to enjoy a social evening anywhere, because of the training they have received.

Co-Recreation

Naturally, co-recreation has entered the picture. At the Washington School for the Blind, baseball, skating and croquet are the most popular outdoor activities. Under the supervision of the recreation leader the girls and boys play baseball and croquet and skate together. These mixed group activities have aided the development of normal relationships between the sexes. Social dancing, too, conducted under wholesome conditions, has great educational and social value. The girls and boys are encouraged to attend informal dances where they may learn to dance with little embarrassment and young people of the community are invited to attend their dances. When these blind boys and girls graduate, they can confidently take their place on any dance floor.

All of these activities point to the primary aim of the recreation program: to develop in the blind child a desire to play, and freedom of action which will go with him the rest of his life. The schools for the blind strive to teach the children to express themselves normally and naturally, so that they will be better equipped to enter society. By teaching activities that may be carried on in leisure time, the school not only reduces minor delinquency in the present; it presents a program that will round out a future fuller life, bringing more happiness to the blind in adulthood.

"The joy of happy play contributes greatly toward making life worth living for the blind."

School Boards Are Human!

By STANLEY ROUGH
General Supervisor
Montreal Parks and Playgrounds Association

If you are planning to use your schools as community centers the first requirement is the consent and cooperation of the school board of your city. What is the best way to approach this body and what preparatory steps should be taken? Mr. Rough discusses this problem in a humorous but at the same time practical manner. And perhaps you will have a better understanding of school boards after you have read his article!

SCHOOL BOARDS are frequently regarded by physical education directors and recreation workers as being hard-hearted, hard-headed, slow moving, tough-to-crack outfits! It is alleged that board members eat, sleep, occasionally attend meetings, vote, go to church, and smile. Their favorite expression is supposed to be "No! No! A thousand times no!"

You may yourself be a member of a school board some day, so suppose we consider this much-criticized group.

School boards have definite responsibilities. They control public monies voted for the education of the youth of the community. This simple fact sometimes staggers individuals who are continually pleading with school trustees to include in the curriculum all the numberless fads and fancies that float around. People who have responsibilities have critics, and it is up to those who criticize to present their side of the story in a clear, practical, and intelligent manner if they expect to make any progress.

Let us take, for example, the question of the use of school buildings by community groups for recreational, cultural, and adult educational purposes. Suppose the school board believes the school should not be used by the community. What is the best way of tackling the question?

Lesson 1

Find Out

Whether local groups could use school buildings if they were available; if they ever tried to use them and, if so, what approaches have been made in the past.

Suppose we find that several groups desire to use the buildings: then we go on to

Lesson 2

Avoid

Making the whole issue a personal one; antagonizing people by calling them uncooperative and narrow-minded, and criticizing organizations because they don't suddenly get "all steamed up" over the question.

Lesson 3

More Questions

Find out if various groups are using school buildings; if not, if they are interested. If they are, are conditions satisfactory? Have they any suggestions?

This information can be secured by sending out a questionnaire to everyone who is remotely interested in the question. It will take considerable prodding before you get the questionnaire back. It will be interesting to note that those who have the most to gain and have done the most complaining are usually the slowest to respond. You will now have a fairly good idea of what the situation is and whether it warrants calling a meeting of those interested. Many a good meeting has turned out to be a wake, and a good project, the corpse! Don't invite too many mourners!

Lesson 4

Calling a Meeting

From your questionnaire answers you will see that there are three groups:

Those that say everything is fine; those that say the school board is not meeting them halfway; those that are interested in the question from the community angle but have not the need to meet in schools.

Groups 2 and 3 will attend the meeting called to discuss the whole question but group 1, the preferred group, will not want "to do anything to endanger the fine understanding between the board and our executive." They will climb on the band wagon later if things go right, so keep a place for them.

Lesson 5

What to Avoid at This Meeting

A good "tree-er" as chairman. He is an individual who smells a good idea from afar, runs it up a tree, and

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"Singing America"

"Singing America," compiled by Augustus D. Zanzig for the National Recreation Association and published by C. C. Birchard & Co., Boston, may be secured through the National Recreation Association, 315 Fourth Avenue, New York City, for twenty-five cents. This book contains all the vocal parts and explanatory notes. A book of accompaniments has been published which is available at $1.00.

THE HEART of a country, it has been said, is to be found in its music, and Augustus D. Zanzig has now given us in his *Singing America* a deeper, keener insight into the lastingly lovable songs which express America's diversified cultures. Here in 120 songs and choruses is a symphony of the living America which stretches from pole to pole and coast to coast.

This comprehensive variety of informal music has been gathered from the folkways of every nation and race which make up the new world, and is arranged to be sung in homes, schools, recreation centers, clubs, camps, or wherever folk-music is loved. Much of it is fully substantial enough for concert programs, but all of it is within the reach of any singing group.

In addition to some Stephen Foster songs and other American compositions, there are thirty-two distinctively American folk-songs of pioneers, railroad workers, cowboys, seamen, farmers, cotton-pickers, road-builders, ballad-makers, mothers, lovers, fiddlers, and funsters. One of the songs is a folk "blues." Here too are all too few of the beautiful and powerful folk-hymns of the white people of the South as well as several well-loved Negro spirituals. Wherever singing America lives, works, loves, and prays—there Mr. Zanzig has found her songs.

Many of his selections are associated with other interests and activities, such as hiking, paddling, rowing, horseback-riding, dancing, play-acting, festival-making, and observances of Spring, Easter, harvest-time, Christmas, or New Year's. There are singing dances, and five songs perfectly suited to dramatization, as well as several others that suggest "acting out." Twelve sterling hymns and chorales are given, and seven new-old carols as fresh and as miraculous as a Christmas rose.

Singing America includes also thirty beloved folk-songs of other American people who have come here, or whose parents or earlier relatives came here, from lands across the sea: from Czechoslovakia, Denmark, England, Finland, France, Germany, Ireland, Italy, Lithuania, the Netherlands, Norway, Poland, Russia, Scotland, Spain, Sweden, Switzerland and Wales. That all these songs could be gathered right here in this country of ours is itself a distinctively American condition. It betokens in the happiest way possible the warm respect for personality and the wide tolerance that are at the very heart of what is meant by democracy. In that sense all these songs are also America singing. In singing them we can all realize the universal kinship that is so happily possible in that inner realm of human nature whence folk-singing comes. The book contains also the best of our patriotic songs.

The title *Singing America* refers also, however, to the songs and peoples of Canada and of the other Americas. Four songs are from Canada, fourteen from nine Central and South American countries, and one Christmas carol from our own fellow-citizens, the Puerto Ricans. The rapidly growing interest in Central and South American music makes these folk-songs especially welcome at this time.

When given in modern public entertainments, songs such as these are usually made to lose much of their native verve and simplicity, but in this book they are presented just as they are sung in everyday living in the solitude of the vast prairies and high plateaus as well as in the spontaneously festive society of village streets and patios, and in fields, boats, and small white adobe dwellings. We have in our own Southwest seen such dwellings, through the usually open doors of which one might see very little furniture but almost always a picture of the Virgin or a saint, and a guitar. As evening drew on, there would surely be a strumming of guitars and singing that was as free and intimate as the air we breathe: not aroused and managed in a large group by a song leader but spontaneously done by individuals or a small group here and there. Yet the very pervasive love and genuineness of it, luring everyone who heard it into its expressiveness, seemed to make it as fully a "community singing" as any song leader could dream of.

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Softball Captures a City

By PATRICK A. TORK
Director of City Playgrounds
Fairmont, West Virginia

EVERYONE FROM six to sixty years of age can play on the softball teams sponsored by the Playground Association of Fairmont, West Virginia. And so among the membership of 1,270 players are doctors, lawyers, city officials, clerks, merchants, laborers, mechanics, miners, the Mayor, the sheriff, railroaders, bankers, teachers, and truck drivers.

The game was introduced on the playground eight years ago; it has attained such popularity that now there are fifty-six organized teams participating in sixteen leagues which play on all available athletic fields and even in vacant lots. A visitor strolling through our city's streets any evening of the week between the hours of six to eight would have difficulty finding any play space not occupied with enthusiastic players enjoying the game to the fullest extent. Our South Side Park is an example of the maximum use of every foot of ground. There each evening three games are played at one time, with sixty players participating and hundreds of spectators watching and enjoying the games as much as the players. Several fields are used to equal advantage.

From the first week in May until the last week of August talk about softball may be heard in practically every home, industry, and business establishment in the city. Joking between players and fans and good-natured rivalry are the order of the day. For this widespread interest the local newspapers come in for their share of credit. One local sports editor in particular makes a point of featuring the activities of the players and of recording their feats, though they may be only mediocre. This has much interest for the players who greatly enjoy seeing their names in print.

Contributing greatly to the secret of success in the game's development are the facts that the program is organized on a businesslike basis and that it is practically self-supporting and all wishing to play are given an equal opportunity.

Organization and Operation of Leagues

Our leagues are organized as follows: the City League, composed of eight teams and 200 adult players; the Rocking Chair League, with six teams and 180 adult players; the Lame Duck League, consisting of six teams and 180 adult players; the Pop Time League, made up of players thirty years of age and over, with four teams and 100 players; the Junior League for boys up to nineteen years of age, with ten teams and 200 players; the Midget League for boys up to fifteen years of age which consists of eight teams and 200 players; and finally the Baby League for boys up to twelve years of age, with eight teams and 200 players.

Fairmont, West Virginia, a community of 25,000 people nestled among the beautiful hills of the Monongahela Valley, is alive with softball activity. Mr. Tork, who is the director of the city's playgrounds, tells how this has come about.

The City League is our fastest league in which players with the most highly developed skill participate. It is composed of eight teams sponsored by various business houses. A small league fee paid by the team is used to pay the league umpires who receive a dollar per game and to purchase the balls used in the games. The league plays on Monday and Thursday evenings, and the schedule has two halves. A play-off is conducted if necessary to determine the city championship. Last season the City League was composed of the following teams: the Owens team, made up of employees of the Owens Illinois Glass Company, who are incidentally the league champions for this season; the Knights of Pythias team; the Brown Derby; the Brunswick Recreation; the Corner Store; the Cleaners and Dyers Company whose team has come up from the Lame Duck League; the Simms Roofers; and the Moose, sponsored by the local Moose Lodge. A trophy is awarded to the league champion by a local business concern.

The Rocking Chair League is organized along similar lines except that it is a step lower in regard to the ability of the players and the speed of the league. It is composed of the following teams, each sponsored by a merchant: the Cavaliers; Adams Office Supply; Colasessano; and the Quick Shoe Repair. The National Guards sponsor a team, as does the West Penn Public Utility Company. This league plays two halves, and it has a small entrance fee which defrays the expenses of the league, such as the pay of the league umpires who receive seventy-five cents per game. The league

plays two evenings a week.

The next league is the Lame Duck League and the same caliber as the Rocking Chair League in the ability of the players. It is composed of the Big Boy Cola team, league champions, the Varsity Lunch, and the American Legion. Many of the players are sons of the American Legion members as well as Legion members themselves. There is also a W.O.W. team made up of members of this lodge; the Bellview team from a city suburb; and the Pennzoil team.

The champions of the Rocking Chair and Lame Duck Leagues meet in a final play-off at the end of the season to determine the city's championship for this branch of softball. A trophy is awarded the winner which is paid for by the fees of the two leagues.

"Most of our popular games and sports have a long history of play in this country as well as in other lands. Softball, however, has taken its place among our great sports in less than forty years, with the greatest impetus coming within the past six years. Claims and counterclaims have been made concerning its invention . . . and absolute proof as to the inventor of the game and location of the original game is not available. Perhaps because the present game of softball evolved from humble variations of its parent game, baseball, there was never a time and place that softball was born. Like 'Topsy,' it just grew." — *Arthur Noren in Softball.*

The Father Time League

Three years ago it was discovered that there were a hundred or so men in the city who had been old baseball players, softball players, or former athletes who, because of their age, lacked ability to compete with players in the City, Rocking Chair or Lame Duck Leagues, but who still had the desire to play softball. To meet this need we organized what we called the Pop Time or Father Time League. To play in this league a man must be thirty years or over, and the players must not be considered good enough to play in any of the faster leagues; otherwise they are assigned to these organizations. This league, which has proved very popular, is made up of the Fairmont Cleaners, the Red Tops, Jimmie's Lunch, and the City Police sponsored by the local fraternal order of police. Membership of the police team is made up solely of policemen, and they are probably the most enthusiastic of all the teams in the Pop Time League. Their play is not always "according to Hoyle," but their interest and enjoyment are never dampened! To them each evening's softball game affords much pleasure and exercise. In this particular league there is much repartee between the players. Even the citizens on the street, having read about the results of the games, poke considerable fun at the police when they meet them. This interchange of jokes is a pastime in itself.

One player from each of the Lame Duck and Rocking Chair Leagues is permitted to join the team of the Pop Time League, and City League players must wait two seasons before they become eligible. The purpose of this is to keep out the fast players. A player can play only within one team during any one half. This prevents a monopoly by the better players and results in great participation. Players in the lower leagues can always move up to the faster ones without release from team managers, but when moving down such a release is necessary. Players changing from one team to another in the same league must secure a release. All of our organized leagues have arbitration boards with three members to handle any disputes and misunderstandings. The boards are made up of disinterested citizens.

Among the Players

Among our players are many who have graduated from the children's leagues into the fast leagues. One player who started as a pitcher for the East High Playground midget league team several years ago is now a member of the Illinois City League championship team and is considered the best softball pitcher in the state. At the present time the ages of the oldest members range from fifty-five to fifty-nine years. The manager of the Knights of Pythias team has had eight years of service.

Girls as well as boys have their teams, and there are twenty Negro teams participating whose activities are climaxed with tournaments. Two large transfer companies have organized their truck drivers into teams who play evenings after their day's runs and on Sundays. This coming season they will enter the playground leagues.

Sponsoring Organizations

Many different types of organizations have sponsored teams, among them three lodges, the Salvation Army, three department stores, two public utilities, the National Bank, and the News paper Publishing Company. Industrial organiza

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It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

PUBLIC Forest Areas. There are 300,000 acres in southwestern Vermont in National Forest areas. A map recently issued by the State Forest Service shows forty-one separate and distinct state forests and parks within Vermont approximating 73,000 acres. The dedication exercises of the Vermont Federation of Women's Clubs, at its forest plantation near Weston, shows the trend of public interest.

Rest Recreation in a Park. According to Dr. L. D. Cox, New York State College of Forestry, there are two forms of park recreational use—the active or intensive form, and the scenic appreciation or rest recreation form. Dr. Cox says: (1) Do the people like to go to the park over and over again? (2) Is it beautiful?

"Forest Outings." Just issued by the U. S. Department of Agriculture, 311 pages with illustrations. Paper, 75¢.

Pittsfield (Massachusetts) State Forest is the first state forest in Massachusetts to initiate a nature program. A nature trail and museum was started July 1st by Kenneth Howland, nature guide. The program has been so successful that the State Conservation Commission is already planning to enlarge the Museum and the railroad is contemplating snow trains and nature trains. Mr. Howland, a Massachusetts State College senior, has been backed by an able advisory committee of which Miss Sophie T. Fishback, Executive Secretary of the Girls' League, is chairman.

A Bibliography of free and inexpensive nature resource material prepared by Camp Fire Girls is revised each year to keep it up to date. It may be obtained free by writing the Department of Publications, Camp Fire Girls, 88 Lexington Avenue, New York City.

Poison Ivy Again. A. Hyatt Verrill, in his new book *Wonder Plants and Plant Wonders,* says: "The best means of preventing being poisoned by the vine is to eat the young leaves in early spring." Ben Solomon, Editor of *Youth Leaders Digest,* has turned over to us correspondence on the subject. *Hygeia,* published by American Medical Association, makes the statement: "Eating poison ivy leaves will not prevent poison ivy poisoning." Dr. Leon H. Warren, in temporary charge of Dermatoses Investigations, National Institute of Health, says: "Attempts to immunize against poison ivy dermatitis by eating green shoots and small leaves of this plant are not without danger, inasmuch as the virulent principle is excreted in the urine and feces. A modification of this method consists of the administration of the tincture of rhus toxicodendron in minute doses." The concensus of opinion is against eating poison ivy leaves.

Getting Summer Guests Out of the House. Two self-guiding nature trails are enjoyed by guests of the Loomis Estate, Adirondack, New York. On the one winding along the shore, which features a variety of natural interests such as wild flowers, rocks, shrubs, ferns and galls, metal standards are used holding labels typed on linen tags which can be changed readily as the season advances. For the tree trail which leads up the wooded hillside, hinged wooden signs are fastened to the trees. The covers can be lifted to reveal the pictures and information pasted on the inside. These trails were made by C. Frances Loomis of the National staff of the Camp Fire Girls with the advice of Elizabeth McClelland, Director of Twin Lakes Nature Museum, Palisades Interstate Park.

Garden Clubs Rejuvenated. Mabel Madden, Supervisor of Community Activities, Cincinnati Recreation Department, nature-grams the following: Garden clubs have sponsored garden and flower projects in twelve schools of the poorest districts. The clubs bought seeds, bulbs, window boxes, fertilizers, tools and other requirements. Club members visit the schools and explain about forcing flowers and bulbs for the March Hobby Fair. The classes of exhibits were forced shrubs, forced bulbs, hydrophonics (water culture), soil culture, terrariums, and dish gardens. New schools are asking to be

Just as we expected, Cap'n Bill's Nature-Grams are receiving a very cordial welcome from our readers. One recreation worker writes that he is making a card catalogue of them. Be sure to send your contribution to Dr. William G. Vinal, Department of Entomology and Zoology, Massachusetts State College at Amherst.

included, the children are delighted, and the garden clubs are rejuvenated. If any garden clubs in your community have degenerated into "boring lectures and delicious refreshments," we suggest that you try the Madden recipe.

Another Berkeley Museum. This time in Massachusetts. Assonet Neck is a small rural community consisting of five houses and a shack. The winter population totals five and the summer population seventeen. Dorcas Delabarre, Brown University 1938, gave vent to her ambitions and natural inclination by establishing a trailside natural history museum in 1939, and again had open house in 1940. One hundred and ten visitors crossed the threshold in one season. These transients enjoyed their visits to this salt river exhibit, and in the meantime the daughter of a Brown professor has been self-directing toward larger fields. Would that every budding naturalist would grab the dilemma by the horns instead of waiting for Santa Claus to deliver a job!

Traveling Museum in Reading, Pa. According to a nature-gram from Thomas W. Lantz, Superintendent of Public Recreation, the Department of Public Recreation, City of Reading, Pennsylvania, has a nature specialist traveling around to thirty-two municipal playgrounds during the summer playground season. In his automobile are poisonous and non-poisonous snakes in cages, an opossum, bats, small alligators, bird charts, a squirrel, guinea pigs, frogs, bats and salamanders. After the material is taken out of the automobile a brief discussion takes place. Conservation is emphasized. There is intense interest on the part of children and adults who eagerly await the next arrival of the traveling museum.

The Shady Tree Habit is an old family custom for picnickers. Roadside picnic areas with tables, trash baskets, fireplaces and a clear spring are on the increase. When every state provides these special areas along the wayside the problem of littered highways may be solved.

"Conservation Excursions." Bulletin 1939, No. 13, Federal Security Agency, U. S. Office of Education. Any pamphlet that aims to take the child out of the four walls into the natural environment is worth noting. This 106-page book will help give children a practical acquaintance with a basic problem. Costs 15¢ but is worth more.

Traveling Education Van. The Massachusetts Conservation Council, the state branch of the National Wildlife Federation, operates from 66 Newbury Street, Boston. Two young college students have been traveling to boys and girls camps and to state fairs and adult organizations in Massachusetts spreading the gospel of conservation.

Vanderbilt Mansion, Hyde Park, New York, was opened July 29 as the Vanderbilt Mansion National Historic Site. The most imposing part of the estate is the collection of 200 year old trees, which includes hemlocks, catalpa, European beech, and a giant ginkgo. Mrs. Dexter Cooper, the superintendent, is the first woman superintendent of a federal area under the National Park Service.

Babbitt Trailside Museum. Mr. and Mrs. Lewis H. Babbitt announce the opening of a trailside museum at Gay Farm, Petersham, Massachusetts.

Garden Center. The Wheeling Garden Club maintains a garden center in the guest house at Oglebay Park. Joe A. Funk is the director. Garden books and magazines are available to the public.

"Science Observer," the monthly publication of the American Institute of Science and Engineering Clubs, 60 East 42nd Street, New York City, has many ideas for projects and other club activities. 50¢ yearly. Special rates in lots of ten or more.

Chinese Chestnut Trees resemble the American chestnut trees. The newly developed tree is "blight resistant." A fifteen year old tree at Woodlawn, Virginia, bears a half bushel of nuts a year. Perhaps "we boys can go chestnuting again." The Chinese trees are being distributed to soil conservation farmers along the Blue Ridge Parkway who wish to start chestnut orchards. Why not chestnut orchards for recreation?

New England Trails, issued by the New England Trail Conference, aims to set forth newsy bits to hikers. The next issue will be the late fall edition. John H. Vondell, chairman, Amherst, Massachusetts.

"A.M.C. White Mountain Guide." New edition July, 1940. $2.25 plus 15¢ postage. Write the Appalachian Mountain Club, 5 Joy Street, Boston. They hope to keep intact the new nickname of the White Mountains—"Fireless Hell."

Connecticut Walk Book. The new edition contains 144 pages and 23 maps. 50¢. Connecticut Forest and Park Association, 215 Church Street, New Haven, Connecticut.

Guide to the Long Trail. Green Mountain Club, Rutland, Vermont. New edition just out.

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Recreational Riding at Smith College

By EVELYN JENNINGS
Assistant Professor
Hygiene and Physical Education
Smith College

ASIDE FROM the regular organized riding classes at Smith College, there is much interest and participation in recreational riding. This phase of the sport has been worthwhile not only because of the fun element but also because of its social value, for many lasting friendships have been made through this activity. The Smith College Riding Club, which sponsors the program, holds at least one weekly equestrian event in the fall and spring seasons, and offers lectures and movies on some feature of equitation during the winter months. Open to the entire student body, riding has been made financially possible for a greater number of girls, since the stable charges one half of its regular rate for a club ride.

The club, a branch of the Athletic Association, is a student organization under the guidance of the Physical Education Department. The officers elected by the club are president, secretary-treasurer, and publicity chairman. Monthly business meetings are held to draw up riding programs. Although the events are offered to the college as a whole, there are always one or two members in charge who are responsible for all necessary arrangements and for the safety of the group during the ride. The publicity chairman informs the college of the club's program by notices on the bulletin boards, articles in the college newspaper, and posters in conspicuous places.

Tryouts for the election of new members to the club are held in November and May of each year. Before a girl is eligible for the test, she must have gone on at least two club rides during the year. The object of the tryout is to discover whether a girl is capable of managing a group of riders on the road. This is an important factor because she will be entrusted with the safety of a group on club rides if she becomes a member. A riding instructor and members of the club put the candidate through various tests to prove her ability to walk, trot, and canter with and without stirrups. If her riding is satisfactory, the judges confer upon her capability to use good judgment on the road. If the judges feel that the girl is a good and sensible horsewoman, she is accepted.

In the hope that the program at Smith College may be helpful in promoting recreational riding in other colleges and in schools, camps and similar institutions, the organization and varied activities of the Smith College Riding Club are given in some detail.

On Freshman Day, the first Saturday of the college year, the club officially opens its season with an exhibition drill and jumping, followed by a freshman breakfast ride the next day. This is the only ride during the year which is not open to the entire student body. Later in the fall a gymkhana affords much amusement for both spectators and participants. The winter events include lectures on such subjects as "The Forward Seat," "Common Sense Riding," and "Care and Common Ailments of the Horse." This year the club used a sixteen millimeter camera to take movies of common faults in riding and their correction. This movie, with another on slow motion jumping, will be shown at later meetings. A Horsewoman Question Bee meets with great enthusiasm in the winter. Questions, about equitation, the horse, tack, horse shows, and stable management are asked. The girls are divided into teams, and every time a student misses a question a point is scored against her. The team with the lowest score receives a prize. The most important spring feature is a college horse show organized by the club.

During good weather a monthly moonlight ride is sponsored by the club. With this exception, the same type of ride is never repeated twice in the same season of the year. When the number of riders is too unwieldy for one group, a club member is put in charge of each division to insure minimum hazard on the ride.

Many Kinds of Rides Are Enjoyed

A number of rides used by the club were greatly enjoyed by the students. The Long Ride is a three hour ride over nearby trails and roads. For a Breakfast Ride, the group rides to a suitable picnic spot not more than a half hour from the stable. There they enjoy an outdoor breakfast cooked over an open fire, and after the meal, they continue riding for about two and a half hours. The Supper Ride is organized much the

same as a Breakfast Ride, except that the longer distance is covered before the meal.

Before the Moonlight Ride, an early supper is served to the students in the club room at the stable so they can start at seven o'clock and ride for three hours in the moonlight. An All Day Ride is held in the early fall, or late spring, when the weather is warm. The group rides for three hours to a picnic spot beside a water fall. Then they eat lunch and spend a few hours swimming, wading, or just being lazy in the sun. Later they return to the stable by a shorter route. For the Overnight Ride, the group leaves in the early afternoon, spending about three and a half hours in the saddle. The horses are stabled at a nearby farm or tied to a picket line while the girls stay in the Outing Club cabins overnight. They start home in the late morning and eat a picnic lunch somewhere en route.

In a Scavenger Hunt, the riders are divided into teams of six. Each group receives the same list of articles which must be collected within three hours. Each team must stay together, is not allowed on the campus or in any part of the city district. The permission of the owner must be asked before private property is entered or any article taken from the premises. If a team returns late, an article is subtracted from its collection for every five minutes passing before they appear. The list should be composed of objects small enough to be carried on horseback. Some objects listed for our club were a high button shoe, a pancake, an Indian head penny, a cowbell, a gray bone hairpin, and a cow's horn.

The riders are divided into two teams for the Treasure Hunt. The clues have been laid out in a circle so that a team will not return to the stable by the route on which it left. The teams are started in opposite directions so the first clue for one team becomes the last clue for the other. The clues, with the team number on the outside, are numbered consecutively on the inside so either group will know if one has been missed. The treasure is hidden on the stable grounds, and the first group to find it, having gathered all the clues, wins the prize. A box of candy, nuts, or fruit is usually the award.

To take part in the Coffee Ride, the girls assemble in groups of four or five. They are told that if they follow a marked trail they will come to a place where coffee and sandwiches are being served. If they lose the trail they miss the refreshments. Dots of white paint, or small squares of white cardboard tacked to trees are convenient means to mark the way.

The riders are divided into "hares" and "hounds" to participate in the Hare and Hound Ride. The hares, leaving the stable fifteen minutes before the hounds, mark their trail with torn newspaper or corn. Corn is preferable because it does not litter up the countryside and does not blow away on a windy day. Although the hares must mark their trail every hundred yards, they may lay false trails at forks and intersections to make the hounds ride a hundred yards in the wrong direction. The hares are not allowed to go faster than a trot, and they win if they return to the stable before the hounds get within hailing distance of them.

Whenever food, utensils or blankets are needed for a ride, the person in charge transports them in a car to the place where they will be used, thus eliminating unnecessary luggage. As a guard to the safety of the riders, if a riding master is not sure of the ability of a rider, he watches her in the ring in order to make certain that she is properly mounted before she is allowed to go on the ride. One or both of the college riding instructors always goes on any ride which takes place after dark.

Horseback riding as a municipal recreation activity is increasing in interest and participation. Articles have appeared in previous issues of RECREATION telling of the riding clubs sponsored by the Playground and Recreation Association of Wyoming Valley, the Union County, New Jersey, Park Commission and other similar groups.

The program conducted by the Union County Park Commission is a particularly active one and one in which many individuals are sharing. According to a report issued by the Commission, during the fall of 1938, 265 saddle horses were ridden regularly over the bridle paths provided in the Watchung Reservation and nearby area. Among the special events included in the 1937-1938 program were two moonlight rides, one tea ride, one breakfast ride, seven gymkhanas, and the annual horse show to which much interest is attached. These shows have been held for over twelve years. Additional statistics include the following: 391 hours of instruction for private groups, and 197 hours of individual instruction. Fourteen Junior groups rode 2,989 hours during the season; six adult groups 391 hours. The total participation figure for 1938 was set at 23,097.

WORLD AT PLAY

Handcraft Program in Oak Park

FOR THE second consecutive year, the Oak Park Playground Board has carried through a twelve months' handcraft program. Nearly 3,000 articles were made by the children alone from materials which included wood, composition, tin, raffia, leather, cotton, silk, brass, crepe paper, clay, and soap. Hundreds of Valentine and Christmas cards were made and sent to patients at the county hospital. In the adult sewing groups dresses, suits, winter coats, bedspreads, and rugs were among the more ambitious articles made. All the articles were exhibited at the all-sports day program. It is the aim of the Board to keep certain objectives in view in planning the handcraft program: the educational value of the project; moderate cost; a minimum of tools and equipment; and, in the case of the younger children, projects which can be made easily and quickly. Respect for design and color is stressed, and originality and self-expression are encouraged.

New Golf Clubhouse for Oakland

ON JUNE 25th Oakland, California, dedicated its new Lake Chabot clubhouse, a WPA improvement sponsored by the Board of Playground Directors of Oakland. The main feature of the clubhouse is a lounge 42′ by 28′ with cathedral ceiling. There are locker rooms, showers, and lavatories in opposite wings for the men and women, and an unusually well equipped lunch room. A pro shop, a repair shop, and two attractive porches complete the layout.

Green fees are as follows: week days, 50 cents; Sundays and holidays, 75 cents; semi-annual ticket, $18.00; monthly ticket, $2.00 and $3.00; daily after 4:30, 25 cents.

Community Forests on Increase

BACK IN 1910 the community of Newington, New Hampshire, borrowed the idea of community forests from Europe and established the first one in the United States. Since that time the idea has grown until present community forests over the country number 1,500. An estimated three million acres of forest land is owned by cities, schools, hospitals, and churches, chiefly in New York, Massachusetts, Wisconsin, California, Pennsylvania, Michigan, and New Hampshire.

Know Your Own Community

THIRTY-SIX leaders in the community of East and West Garfield started "seeing America first" by a bus tour of their own community. Sponsored by the Garfield Park Recrea-

Courtesy Oakland Board of Playground Directors

tion Council, the tour included visits to public institutions, parks, churches, and playlot developments. They considered the problems of blighted areas, rehabilitation of buildings, and useless vacant lots. The All-American tour was concluded with a reception in the recreation building and the serving of refreshments.

Chambersburg Has Its First Hymn Sing—A crowd of 2,500 turned out for the first hymn sing of July in Chambersburg, Pennsylvania. The get-together, which netted $78.65 for the Red Cross, was organized by several church groups in cooperation with the Department of Parks and Playgrounds. Singers gathered at Henninger Field where they were assisted by a combination choir of 150 voices. The evening's program included mass singing of church hymns as well as voice and instrumental solos.

Open-House at the Playground—When playground directors in Los Angeles decided to acquaint the public with their summer program, they instituted a series of community nights at the Wilmer-Garvey Playground. Citizens were invited to a basket picnic and then attended a special program planned and presented by the directors.

"Park and Recreation Structures"—So great has been the demand for "Park and Recreation Structures," published by the National Park Service, that the supply has been exhausted. There are now available, however, reprints of four sections: "Picnic Fireplaces"; "Organized Camp Facilities"; "Signs"; and "Cabins." These are available from the National Park Service, Washington, D. C.

A Park Department Riding Club—The Minneapolis, Minnesota, Park Board Riding Club, which has a rapidly growing membership, has a program consisting of regular riding lessons and social activities such as supper and breakfast rides, wiener and marshmallow roasts, horse shows, and movies of riding. A series of tests is being given, and members will receive their riding pins at a banquet. Until recently all classes were held indoors, and beginners are still urged to ride in the ring until they have become thoroughly accustomed to the horse and saddle. A riding trail has been laid out, and members are enjoying outdoor riding every week. It is the club's hope that eventually it will have its own drill team and possibly a class in jumping. Miss Hazelle Erickson, director of riding, has prepared a mimeographed bulletin, "Riding for Fun," which contains a few of the rudiments of horsemanship.

Rochester Concerts "Under the Stars"—Rochester joined the rest of the symphony-conscious nation this summer with a series of "under-the-stars" concerts each week. Fifty members of the Rochester Civic and Philharmonic orchestras were scheduled for the three weekly programs. More than 5,000 persons can be accommodated on the grounds of the Manitou Beach Hotel where the summer concerts were held. Jose Iturbi and Guy Fraser Harrison were among conductors.

The Lions Club and Recreation—Increasingly Lions Clubs over the nation are including recreation services in the list of activities which they sponsor. For instance, the Club in Lawrenceburg, Tennessee, has held its second County Hobby Fair. The 2,000 exhibits in the fair attracted an attendance of over 5,000. The exhibits included model houses and their furnishings, pictures, dolls, airplanes, boats, trains, birds and animals. One enterprising school boy made a miniature set of farm implements. The Club at Weiser, Idaho, reported raising money to equip a community playground by means of a minstrel show. Two hundred dollars was placed in the playground fund. By a similar activity, the Cerro Gordo, Illinois, Club made a profit of $80, which was given to a special committee in charge of the children's program in city parks. Another project in recreation was carried out by the Lions Club of Kermit, Texas. This group arranged for a vacant city block to be set aside as a park and playground. The Evanston, Wyoming, Lions sponsor a Boys' Club, and they have rented the second floor of a building for the boys. Among the activities carried on in the new clubroom are wrestling, boxing, ping-pong, and pool.

Wider Use of Schools—Through a decision of the Superintendent of Schools of Chicago, Illinois, rooms in nine evening schools will be available free of charge for the use of social, civic and patriotic organizations. The plan will be initiated in the fall of 1940.

An Unusual Hobby—Bryant Alden Long of Hyattsville, Maryland, writes of a unique hobby

for the enjoyment of which approximately 600 people are banded together in what is known as the E.R.A. (Electric Railroaders' Association). There are at least 1,000 more individuals in other organizations or unaffiliated. These "railroad fans" take long excursions to historic, interesting or soon-to-be abandoned electric lines, armed with still and moving cameras to record the activities of the fast fading traction era for posterity. At their club meetings they display their photo albums and movies and scale model electric railway lines. Collectors all, they accumulate time tables, trolley literature, signs and fittings from old cars, transfers and tickets. Oddly enough, there were almost no such hobbyists in the past decades when a one-time network of city and interurban trolley routes flung their wires against the sky across entire states. But now that the future of the traction industry is at stake and electric trackage has dwindled to a small percentage of its former mileage, these enthusiasts have grown in numbers by leaps and bounds.

"Are You Having Any Fun?" — More than 500 citizens filled out and returned "Are You Having Any Fun?" questionnaires, distributed by the Associated Clubs of Woodlawn, Illinois. To those who indicated recreational activities in which they were interested club leaders sent a second folder listing places where they might find classes, sports, outings, games, arts, and crafts. Thirty groups are listed and more will be organized if demand requires.

Backyard Playgrounds Are Boomed — The Pittsburgh *Post-Gazette* has sponsored a utilize-your-backyard contest to help keep children off the streets and provide them with small playgrounds to resemble larger places which are too far away for safety. The plan involved the awarding of prizes to the most attractively equipped backyards upon which not more than $5 is spent; those upon which more than $5 is spent; and two-or-more-family cooperatives without limits of expense. The use of all kinds of material, even from junk piles, was permitted in the building of swings, sandboxes, horizontal bars, and "Goofy Golf" courses.

Increased traffic fatalities among children in Detroit drove members of the Recreation Commission and Department of Recreation to make strong pleas for home playgrounds. Parents were asked to write to the Department for instructions

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in making teeter-totter sandbox combinations, tether tennis, badminton and volleyball standards for their backyard recreation centers.

Marine Study Hobbyists — The Cabrillo Beach Marine Museum of the Los Angeles Playground and Recreation Department is attracting women's clubs, business men's groups, employees' organizations, and school children to the study of marine biology as a hobby. Many new specimens were secured for the Museum in a recent expedition along the California coast sponsored by the Recreation Department and the Los Angeles County Museum. These exhibits are now being classified and prepared for display at the Cabrillo Museum.

Mass Ping-Pong for Girls in a City High School—*The Progressive Physical Educator* issued by Phi Delta Pi tells of the playing of ping-pong in the Cleveland High School, St. Louis, Missouri. Tables in the lunch room are used to accommodate the almost two hundred girls in games of ping-pong. Nets and paddles are supplied by the girls who own equipment. These girls form a service committee which takes care of the

Lillian D. Wald

The National Recreation Association records its appreciation of what the leadership of Lillian D. Wald in playground and recreation programs has meant through the years. Lillian D. Wald was one of the early pioneers. She herself radiated strength and happiness and good cheer when she willed that others might enjoy all that meant most to her.

She worked actively in securing the establishment of playgrounds in New York City. It is most fitting that one of the playgrounds not far from 265 Henry Street is named after her.

She was deeply concerned for all that related to vital and abundant living. In the early days she gave generously of her own time as a member of the executive committee of the National Recreation Association, then known as the Playground Association of America. She also served for a period as a member of the Board of Directors.

The men and women who work in the great cooperative recreation movement are better and stronger for the inspiration of her pioneer leadership.

Howard Braucher

---

arrangement of all equipment. Extra points are given to these girls as well as to student instructors appointed by the teachers. The first meeting is spent in organizing, the group being divided into three divisions for the purpose of playing in shifts and for making table assignments. The girls are permitted to choose their own partners and opponents. Special tables are set aside for beginners, with a student instructor for each table. Attendance is kept by student instructors, and all girls participating are given points toward a Girls' Athletic Association award.

A Rural Conference at Purdue University—"Building Rural Communities" is the theme of the conference to be held on the campus of Purdue University November 6 to 9, 1940, under the auspices of the American Country Life Association. In addition to addresses and discussions, there will be a number of interesting demonstrations and special events, among them a rural woman's chorus, entertainment by rural community groups from Illinois, demonstrations of chorus work by rural children, of drama expression, and of folk dancing and music. Throughout the program the needs and responsibilities of rural youth will be stressed, and emphasis will be laid on the importance of art expression through music, drama, and other forms of art. Further information may be secured from the American Country Life Association, 297 Fourth Avenue, New York City.

Dayton's Increased Facilities—Work is progressing rapidly on the tremendous recreational project which is being built around Island Park and McCook Field in Dayton, Ohio. Arteries and bridges are being constructed and boulevards extended.

The road bed of North Bend Boulevard was laid by WPA four years ago. It is now being widened, graveled, and turfed as a new link in the system of river boulevards prepared by the City Plan Board and gradually being carried to completion. The present project of building the causeway, laying the sewers, and constructing the roads will involve more than $1,000,000, largely WPA funds. The work, authorized in February, 1940, was started February 23rd with 250 men. At present 634 are used, and it is thought that more than 1,200 will eventually be employed. The band shell, which seats 5,000 people in its amphitheater and has room for 5,000 more, is an outstanding feature of the development.

In Deeds Park a $3,000 casting pool and a field house have been constructed as a WPA project for the 1,500 Daytonians organized in casting and angling clubs. The pool, 150 feet in diameter and one of the largest in the country, will be lighted for night casting. Built of salvaged brick, the field house contains an office, concession quarters, and public rest rooms.

Lexington Receives Another Gift—The recreation facilities of Lexington, Kentucky, will be increased by the gift of another estate across the city from Castlewood Park, which was donated several years ago. The plot, which includes three and a half acres, has on it a beautiful colonial residence of thirty rooms. The mother of the donor, Mr. D. W. Bell, will live in the residence until her death. The property contains another building now used as a garage and servants' quarters.

"Singing America"

(Continued from page 438)

Seventy of the songs were written or are arranged for part-singing. Forty-six of these are

for mixed voices, six are for men alone and ten for treble voices, some of the latter songs being adaptable for men. There are nine songs with descants and several rounds. Thirty-seven of the part-songs are folk-songs and well suited to unison singing also.

In hundreds of communities throughout the country there are high school and college choruses that sing the best choral music. There are already in those communities many graduates of the choruses and many other people who, through much experience of singing from the usual community song books or in the many community and club choruses and church choirs, have need in their purely recreational singing for music that is more gripping and substantial than most of what is called for in such books. The compiler of *Singing America* had these people in mind also and a section of the book is devoted to the most interesting examples of first-rate choral music which is not beyond the reach of any group of amateurs who have a sporting spirit.

Through interchanges of music and people's ways with music, we of the Americas may all find new powers of enjoyment and come to know one another better.

After High School—What?

(Continued from page 431)

fully. For these groups, two woodworking classes are provided: one for the married couples in toy and game making; the other, various miscellaneous types of woodworking.

Participation in these programs has increased steadily and at the first of the year it had reached an aggregate of 250 for the week.

From the outset the director has received the hearty cooperation of interested individuals and groups in the execution of his plans. He has enlisted the aid of the young people themselves by organizing committees to take charge of various activities, thus freeing him for general supervision of the entire program and at the same time giving them an opportunity to share in group responsibility. The wide variety of activities has attracted many different groups and the unsolicited comments of the participants have clearly indicated their appreciation of the opportunities which the program offers.

While some phases of this program are still in an experimental stage we feel that it is meeting a real need in the lives of a considerable group of our youth. It is also demonstrating that a small community, by using existing facilities and with a modest expenditure of funds, can develop a reasonably adequate recreation program.

Come to the Hallowe'en Carnival!

(Continued from page 421)

way. Chains are clanked, a wind blows suddenly, weird noises come from the distance, a cold hand reaches out, a dimly lighted skeleton appears. Any number of things may be added to make this walk gruesome.

Pony Ride. A pony may be secured free of charge from a local stable. The children ride him around the courtyard of the school.

Adult Rest Haven. One room is reserved for adults who are ready for a rest. A victrola plays quiet music, and comfortable chairs are provided. Refreshments are also served.

Check Room. Wraps may be checked for two cents in the checkroom.

Stands are placed along the halls for the sale of candy, ice cream, doughnuts, cider, coffee, etc.

The Parade. The big event of the evening is the parade. All those in costume join in the march. A leader directs the group down the hall, up the stairs, through the upstairs hall, and down and around. A group of three judges select the best boy and girl in costume. A prize of school supplies is given to the winners.

By this time everyone is ready to go home. The mischief planned has been forgotten and the evening has been a huge success.

It's Being Done in Nature Recreation

(Continued from page 442)

Moosilauke Summit Camp, on the last outpost of the White Mountains to the southwest, is just completing the twentieth year of operation by the Dartmouth Outing Club. It has been the vacation objective of 3,000 people. The hosts are a four-man undergraduate crew. A naturalist gives instruction to any and all. Arctic forms of Labrador and Greenland make it ideal for the nature fan.

Virginia Natural History Institute, Reynold E. Carlson, Director, on July 19th graduated twenty-one students. The Institute was the first training course for nature leaders in the South and originated out of the need for nature recreation leaders. The course was sponsored by the National Park Service, the National Recreation Association, the Virginia State Conservation Commission, and the College of William and Mary.

National Camps. By a strange coincidence, National Camps also graduated twenty-one students. This school was on a graduate level and consisted of students from fifteen states and Canada. It was held on the roof of New Jersey in the Kittatiny Mountains under the directorship of Dr. L. B. Sharp. The sponsoring agencies were *Life* Magazine, New York University, and the New York City School Board.

The New "American Wild Life." An illustrated publication which aims to preserve our country's precious heritage of natural resources. National Wildlife Federation, Normandy Building, Washington. Bimonthly, $1.00.

The Garden Education Department of the National Education Association publishes the *Garden Digest,* which is included in the annual membership fee of $1.50. The Milwaukee program included the names of many well-known recreation workers. The highlights of the program were a park tour and a garden tour.

Games for Hallowe'en

(Continued from page 422)

pencil and is to write the answers in a given time.

A. Answers are some part of a cat.

1. A subordinate part of a sentence—clause
2. A narrative—tale
3. Part of a needle—eye
4. A tree of the Northland—fir
5. Essential to a carpenter—nails
6. To stop temporarily—pause
7. Part of a saw—teeth
8. A daring accomplishment—feat
9. Part of a barber business—whiskers

B. Answers beginning with the word "cat."

1. An underground burial place—catacomb
2. An alphabetical list—catalog
3. A tree of North America—catalpa
4. A waterfall—cataract
5. A disturbing throat ailment—catarrah
6. A great misfortune—catastrophe
7. To capture—catch
8. The larva of a butterfly—caterpiller
9. A large church—cathedral
10. A group of mountains—catskill

NOTE: At the close of the quiet games divide your group into equal teams of not more than fifteen members each. Have them line up in straight lines behind a leader.

More Active Games

Hot Corn Relay. Present to each leader a quantity of corn kernels, enough to fill both hands. Explain to the players that each of the leaders at a given signal will put the corn on the floor in front of the player next to him. This player must pick up all of the grains of corn and lay them before the next player. This continues until the end of the line is reached. If any of the grains are dropped, they must be picked up before the corn is transferred to the next neighbor. When the end of the line is reached the last participant passes the corn back again via each of the players until the grains are again in the possession of the captain. The object, of course, is for one team to pass the "hot corn" back ahead of the other group of players.

Witches Relay. Distribute old discarded brooms to the leader of each team. Instruct them to sit astride the handles in witch fashion. At the starting signal they gallop, astride the broom, from the starting point at one end of the room to the other side of the room where they return and hand the broom to the next person in line. On the race course place a row of pumpkins over which the

Dauphin County's Fifth Annual Folk Festival "Americans All"

"AMERICANS ALL," Dauphin County's Fifth Annual Folk Festival, was presented by the Dauphin County Folk Council, in cooperation with the Education and Recreation Program of the Work Projects Administration and the National Youth Administration, in the Forum of the State Educational Building at Harrisburg, Pennsylvania, on the evenings of May 28th and 29th. Mary Barnum Bush Hauck, State Supervisor of Music, Work Projects Administration, directed the Festival.

The Town Crier, attired in an early American costume, appeared on the streets of Harrisburg and "called out" an invitation to all "good people" to attend the Festival. Dr. Francis Haas, Superintendent of Public Instruction, officially opened the Festival which launched the 1940 state-wide movement.

Six hundred persons, dressed in traditional costumes, from the various nationalities and racial groups of the county, brought to the stage a series of dramatizations based upon the traditional folkways inherited by them. The scenes ranged from early Hebrew to the American Indian and to early folk music of the Negro, followed by the various nationalities and the integrated folk-lore of Pennsylvania and the United States.

The episodes were: "The Indian Love Call," American Indian; "Kol Nidre," Hebrew; "Serbian-Amercian Outing," Serbian; "Serenade," Italian; "Summer Solstice," German; "Cowboy Round-up," American Running Dancers; "Pennsylvania Folk-lore," (Canal, Lumber, and Coal Miners' tunes), Male Chorus; "American Negro Folk Music," Male Chorus; "St. George's Day," Macedonian-Bulgarian; "Day of Flowers," Greek; "Sunday Afternoon in a Croatian Village," Croatian; "Fasiangy," Slovak; "Stephen Foster," Girls' Chorus; "Cake-walk," Negro; "Carpet-rag Party," Pennsylvania Germans (guests from Lehigh County).

broomstick riders must hurdle. The purpose being to see which team can cover the course first.

Spooky Spelling Relay. On the floor fifteen feet in front of each team place a pack of alphabet cards face down on the floor. The leader then first announces the number of letters in the word to be spelled so that the number of players from each team will be prepared; i.e., if the word is cat, he announces three letters and then calls out the word, and the first three players from each team rush up to the cards, pick out the letters c-a-t, and each player holding one letter waist high places himself facing the rest of his team in the correct position for spelling the word. The group first spelling the word correctly wins a point for their team, then all return to the ends of their line and a new word is announced. Only words not containing the same letter twice can be used. The following are suggested: orange, black, ghost, weird, grave, witch, raven, haunt, fate, fortune, fairy, gnome, phantom, vampire, cornstalk, cat, owl.

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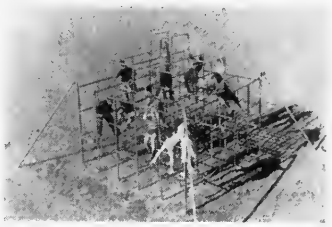

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School Boards Are Human!

(Continued from page 437)

sits at the bottom to see that it does not escape to someone who might do something constructive with it!

Passing a resolution to write a letter to the school board making all kinds of demands. If nothing came of it, your group would be inclined to do nothing more than say, "What can you ex-

pect?" This is a very popular pastime these days.

Speaking on behalf of a chosen few. Make your plea, and if it is a fair one it will stimulate less highly organized groups than yours to think in terms of carrying on a more extensive program if they can get better accommodations. Speak for the people.

Appointing forty committees. One committee of three members is sufficient to act on behalf of the interested groups. At this meeting everyone has a chance to express an opinion, and the next step is

Lesson 6

Build Up a Case

You now know the groups who can make use of schools to further their programs, and you have the support of other groups who favor your ideas in principle.

Secure the following information from the groups who want to use school facilities:

How many of your groups could use school buildings?

Names of groups
Male or female
Average age in each group
Number in each group
Type of program
What kind of leadership?
How much can the group afford to pay?
Accommodation required
Present extent of school use

Compile this information in the form of a chart. It should tell a story that warrants further action or indicates that the whole matter should be dropped. If action is indicated, it brings us to

Lesson 7

The Big Push

Chart your information in a neatly typed chart like a railroad time table so that one can see at a glance what the problems of each organization are and where the school board could help out. Summarize the chart so that you can see how many organizations representing so many groups require classrooms, gymnasia, halls, and similar facilities.

A Correction

In the September issue of RECREATION there appeared an article entitled "Youth Serves Youth." The authorship of this article was attributed to Sydney B. Markey. This name should have appeared as S. E. Markey.

Dr. James H. McCurdy

IN THE DEATH of Dr. James H. McCurdy at Springfield, Massachusetts, on September 4, 1940, the Association lost a director who had served almost continuously from 1907 until the hour of his death. During the time from 1907 to 1940, there were only two years when Dr. McCurdy was not a member of the Board of Directors, and during these two years he was active in the service of the movement.

For many years, while serving as secretary of the American Physical Education Association, Dr. McCurdy helped in relating that work most closely to the work of the Association. He was active with others in asking the Association to establish the National Physical Education Service and did all that he could to put power behind that service. He urged that everything possible be done to help the state directors of physical education throughout the United States. He was particularly interested in what happened in the villages and smaller towns.

On a number of occasions Dr. McCurdy spoke in behalf of the national recreation movement. He was ever actively thinking about the problems of the Association. On his own initiative he came from time to time to the office to make suggestions regarding the work.

A partial list of the committees on which Dr. McCurdy served in behalf of the recreation movement indicates only in a small way the extent of his interest in the work:

Committee to Draft Syllabuses in Playground Work for Physical Training in Normal Courses
Committee on Congress Program (Chairman)
Committee on Games
Committee on Athletic Badges
Committee on Boys' Club Work in Relation to Playgrounds
Committee to Consider General Subjects in Connection with Girls' Athletics
Representative at Conference of Intercollegiate Association of Amateur Athletics of America.

Dr. McCurdy's courage, his dedication, his steadiness, his earnestness, his sound judgment, his rare spirit, his faith in the future of the recreation movement, his warm personal qualities—all helped those who were associated with him.

HOWARD BRAUCHER

Preferences of Secondary School Pupils

THE HEALTH and Physical Education Department of the New Rochelle, New York, public schools made a survey of the secondary school pupils to find, among other things, what types of physical recreative activities pupils in the secondary schools select after the hour of daily formal dismissal. Some of the results may be of interest to recreation workers.

For all students, both Junior High and Senior High, boys and girls, the following were, in order, the favorites: roller skating, intramural activities, swimming, bicycling, hiking, ice skating, noon hour activities, dancing class, boating (sailing, canoeing), and playground groups.

Boys of junior high school age indicated the following preferences: intramural activities, roller skating, hiking, bicycling, Boy Scouts, swimming, noon hour activities, playground groups, ice skating, and dancing classes. The same age girls preferred practically the same activities but in a different order: noon hour activities, intramural activities, dancing class, roller skating, swimming, Girl Scouts, bicycling, church group, hiking, ice skating.

Senior high school boys and girls both rank roller skating, swimming, and ice skating at the top of their lists. The boys go on with bicycling, boating, intramural activities, hiking, Boys Club, playground groups, and bowling, while the girls prefer this order: hiking, bicycling, boating, church group, horseback riding, intramural activities, and dancing class.

Other activities engaged in by some of the boys and girls to a lesser extent were bowling, Camp-Fire Girls, C.Y.O., newspaper route, and Y.M.C.A. activity groups.

Softball Captures a City

(Continued from page 440)

sons have a large representation on the teams. Koppers Coal, the largest coal company in the state, has its teams, as do Owens Illinois Glass Company and a number of others. The city government is represented by teams from the Water Department, city police, and sheriff's office.

The annual Monongahela Valley tournament is the climaxing feature of the softball program. The best teams in the northern part of the state participate, and a champion is determined. This event lasts three days, with games played between five and eight o'clock in the evening. Several thousand people attend the games.

We have found that the interest in softball has helped greatly in making our citizens playground-conscious, and this is reflected in support for the Community Chest from which the Playground Association derives its funds for the play program.

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The Park of the Future

(Continued from page 434)

ments containing these features. When these necessities are furnished by the state, you can feel sure that the drinking water is safe; that sanitary conditions prevail; that overcharging is not the rule: and these are the conditions you gamble on in many such places at present. These are the very features appreciated by tourists, the ones which will yield income and take the parks off the tax lists, simply because these parks will be furnishing services previously thought unnecessary for the tourists in the world of tomorrow.

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FEATURES—In addition to a number of feature articles, several features appear regularly. Sections are devoted to Activities which include Recreation, Scouting, Clubs of all kinds, Music, and holiday occasions. The dietitians enjoy a Food Bureau. Maintenance Supervisors find assistance in maintaining equipment and plant from regular material. There's several additional features such as Gleanings of News from all sections of the country . . . Book Reviews . . . Here's Help For All . . . Personnel Page and *more.*

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Community Recreation in Cleveland Housing Estates

(Continued from page 420)

by the organization have greatly benefited tenants. In nine months' operation the organization has paid in shares amounting to over $400; total loans have been $705; collections have been one hundred per cent. On June 30, 1940, the Credit Union had 104 members.

A nursery school for seventy children is operated at Lakeview Terrace. A group of mothers of these three and four year olds constitute a committee which is responsible for the planning and financing of this activity. They charge a tuition of twenty-five cents a week, which covers the cost of the cod liver oil, fruit juices, milk, daily nurse's inspection and supplies used in the nursery school program. Occasionally these mothers and their friends sponsor a dinner, dance or card party, at the community building, and use the proceeds to assist in the financing of the school. Technical advice and counsel is provided by the staff of the Cleveland Child Health Association, a Community Fund agency. Thus the standards of the school are kept on a high plane. Cedar Central Apartments and Outhwaite Homes are planning a similar program for their preschool children in the near future. Leadership in the Lakeview Terrace preschool program was provided for the first year of its existence by the Cleveland Foundation. After a year of this valuable demonstration the tenants, with the aid of leadership from WPA and NYA, were able to carry on their own playschool program without the aid of outside funds.

The Sterling Community Players of the Cedar Central Apartments have just finished a successful season of dramatics. This group is made up entirely of amateurs and is directed by one of the tenants. The three act farce which they presented to their neighbors at Cedar Central met with such success that they were invited by the Little Theater Group of Lakeview Terrace to give this play to the tenants there.

Because public housing for the low-income group aims to make safe and sanitary dwellings available to as large a number as possible, the leadership expenditures for recreational activities are necessarily limited. On the staff of each Housing Estate a management assistant with group

Hallowe'en in North Minneapolis

ONE OF THE PROJECTS receiving honorary mention at the National Y.M.C.A. contest, the winners of which were announced at the World's Fair, was a Hallowe'en Jamboree conducted in North Minneapolis. Following a successful Hallowe'en celebration in 1938, plans were made for a greatly enlarged jamboree in 1939 to which all the junior and senior high school boys and their fathers were invited. The program was planned for 4,200 people, with celebrations in three of the city's largest schools.

In preparing for the celebration, as a first step the Twin Cities were canvassed for outstanding program material, and the following were secured: a golf exhibition by Patty Berg, well-known Minneapolis golfer; official moving pictures of the Minnesota Golden Horde; personal appearance of Ching Johnson, world famous hockey player; and fencing and wrestling exhibitions by leading teams in the region.

The Sigma Alpha Chi Fraternity, which sponsored the celebration, turned to two other groups —Beta Chi Beta and the North Minneapolis Y's Men. Various Hi-Y groups served as ushers and corridor guards.

All expenses, including such items as transportation of participants, printing of tickets, and refreshments, were met by contribution from the Northside Businessmen's Organizations, and the Mayor's Hallowe'en Committee.

NOTE: From the National Recreation Association may be secured a bulletin entitled "The Community Celebrates Hallowe'en," which tells what a number of cities have done to transform Hallowe'en into a night of community fun and good fellowship. Price 15 cents.

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work experience performs the function of coordinator for the community activities. It is the coordinator's responsibility to discover and encourage constructive leadership among the tenants and to supplement this volunteer tenant leadership with skilled workers from the WPA Recreation and Adult Education projects and from the National Youth Administration. Tenants residing in the vicinity of outdoor play lots are charged with the responsibility of supervising the children's play in these areas and with keeping the areas clean and orderly.

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Fun Comes to the Family

(Continued from page 433)

Family expeditions can be used and become events instead of just another ride. Weeks before the event the family have divided their responsibilities, have talked about the route taken, what we will do en route before and after our destination has been reached. Maybe these decisions on how to go and what to take along can be family enterprises instead of father deciding it all.

Visitors in our home. The entire family can enjoy the visit of a friend and any member of that family. Visitors can be asked to include son and daughter in their conversation and thereby help to make a family event out of dad's friends rather than an occasion when the children are annoyed by limitations placed upon them when visitors arrive.

The unusual and different often add greatly to the family play. By this I mean turning the unexpected and unpredictable or the inconvenient event into one of adventure. Try taking the family out on a rainy night in spring or summer, permitting them to go with head uncovered, allowing the rain to run through their hair, and if convenient to go out and have the mud come through their toes, if you live near the country. The family conversation following such an event becomes one of fun and congeniality. One can make a real case for the contributions of this kind of activity to the life, intimacy, and development of each member of the family. Maybe it is just enough to think of it as good family fun.

NOTE: Mr. Edgren, in collaboration with Mr. D. T. Eiswald, has issued a booklet entitled *Game Craft* which tells how to make and play a number of games. Copies may be secured at fifty cents each from the authors at George Williams College, Chicago.

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Edgar S. Martin

On August 8, 1940, Edgar Stanley Martin, editor, educator, and National Director of Publications of the Boy Scouts of America, died at his home in East Orange, New Jersey.

After serving as Principal of the High School in Tully, New York, and as Principal of the John G. McMynn School in Racine, Wisconsin, Mr. Martin became Director of the Washington Park Recreation Center in Pittsburgh, Pennsylvania, in 1910. He served also in the recreation movement in Washington, D. C., and in Columbus, Ohio. He has always maintained his interest in the National Recreation Association. Mr. Martin was one of the pioneers in the recreation movement.

Camp Fire Girls Honored

(Continued from page 426)

ceremony, announced that the forest would be used for wilderness pack trips by Camp Fire Girls from all sections of the United States. The dedicatory speech was delivered by Colonel Allen S. Peck, Regional Forester of the United States Forest Service, before an audience of forestry officials, Camp Fire leaders, distinguished guests, and hundreds of Camp Fire Girls. J. M. Fitzgerald, camp committee chairman of the Denver Council of Camp Fire Girls, responded to Colonel Peck's address and accepted the forest area in the name of the Camp Fire Girls of America.

Bicycling—A New Extracurricular Activity

(Continued from page 414)

tain amount of pleasure, but they should not be attempted by high school youths.

American Youth Hostels

Youth hosteling and bicycling are synonymous terms today. About ninety per cent of the hostelers do their traveling on wheels. Further information about the American Youth Hostels, Inc., may be secured from Mr. and Mrs. Monroe Smith at Hostel No. 1, Northfield, Massachusetts.

NOTE: It will be of interest to readers of this article to know that Harper and Brothers have recently added to their hobby series a book by Mr. Geist entitled *Bicycling as a Hobby*. Readers of RECREATION in New York and vicinity interested in bicycling may wish to secure from Mr. Geist, 260 West 260th Street, New York City, a schedule of the fall trips planned by the College Cycle Club.

A Library Moves into a Community Center

(Continued from page 416)

handicraft lessons, and other social activities on Saturday afternoons. As a fitting climax, the Center contributed a movie.

There is an adult club which seeks material in the library on social conditions and people connected with Zionism and the Palestinian Movement. Work is done by the library with Boy Scouts and outside schools. There are several near-by schools, public and parochial, which use this branch of the public library and come to the branch both for story hours and for library lessons and instruction. The librarian in turn calls on the schools, visits the individual rooms, and invites the children to use the library.

Within the Center are several Junior Clubs for the adolescent group. They use books on debates, oratory, declamations, public speaking and parliamentary law. There is in addition a dancing studio. This is for children, beginning with the preschool child, and for adults. Sonya Olchoff is the Director. She was trained in the Imperial Russian Ballet under the Czar, and appeared as a child before the Czar's court.

The Director of Music is Rafael Rubinstein, a pianist late of Berlin and Palestine. Orchestral and piano scores are in constant demand at the library, as well as books on music appreciation, musicians, and especially "Great Musicians of a Wandering Race."

The Center believes in physical as well as cultural and educational development, and for this there is a Health Club, a well-equipped gymnasium, and a swimming pool. Patrons from all over the city turn to the library in this connection for books on physical education, swimming, and for recreational games.

Last year, under the leadership of Mr. Irving Levitas, the public was invited to attend the weekly gathering at the Center for the radio broadcasts of the "Town Meeting of the Air" series. Local speakers were invited to participate in discussion following the broadcast.

Mr. Louis M. Nourse, Librarian of the Kansas City Public Library, is gratified with this branch library's activity and its steady growth. Kansas City has fifteen branch libraries, but the Center Community Branch is totally different from any of the others. Miss Mary Ross, the branch librarian, is proud of her branch, and is most enthusiastic in her plans for the future.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, July 1940
"Recreation Parks for Small Communities" by Ralph D. Cornell

Children's Institutions, August 1940
"Camp Olympics" by Cris G. Chachis

PAMPHLETS

What You Ought to Know About Nylon Leader Material. Information for the fisherman on how to tie a number of knots
E. I. du Pont de Nemours and Co., Inc., Plastics Department, Arlington, N. J.

Easy Lessons in Guitar Playing by John Locke
Reader Mail, Inc., 635 Sixth Avenue, New York, price 10¢

Teaching Guide: Physical Education — Part IV Playground Safety
C. I. Glen, Supervisor of Physical Education, Los Angeles City Schools, Los Angeles, Cal.

Camp Cookery
Extension Service, State College of Washington, Pullman, Washington

Growth Through School Living compiled by Claire T. Zyve
The Association for Childhood Education, 1940, price $.35

Housing Requirements of Farm Families in the United States by Maud Wilson
Superintendent of Documents, Washington, D. C., price $.10

Learn to Swim the Easy Way by D. Sanford Parker
Forest City Printing Company, Portland, Me., 1939, price $.35

Manual on Churches and Cooperatives compiled by Benson Y. Landis
The Committee on Church and Cooperatives, Industrial Division, Federal Council of the Churches of Christ in America, 297 Fourth Avenue, New York City, 1940, price $.10

Passover Haggadah prepared by Rabbi Philip Goodman
Institutional Synagogue, 37-43 West 116th Street, New York City

Recreation Legislation of Tennessee. Bulletin No. 17-d
Tennessee State Planning Commission, Nashville, Tenn., 1939, price $.25

The Rural Community by E. L. Kirkpatrick, Agnes M. Boynton, and Lois M. Clark
E. L. Kirkpatrick, American Youth Commission, Washington, D. C.

Rural Library Service
Superintendent of Documents, Washington, D. C., price $.10

Some References on Professional Practice and Professional Opportunities in City, State, and Regional Planning compiled by Katherine McNamara
Library of the Department of Landscape Architecture and Regional Planning, Harvard University, Cambridge, Mass.

Working Together by Jay A. Urice
Association Press, New York City, 1940. Democratic procedures in Y.M.C.A. administration

Annual Reports
Department of Recreation, Board of Education, Hamtramck, Michigan, 1938-1939; Recreation Department, Board of Education, Newark, N. J.; 1938-1939; Superintendent of Recreation, York, Pa., Summer of 1939.

National Folk Festival—Its Problems and Reasons, by Sarah Gertrude Knott
Reprint from the Southern Folk Lore Quarterly, Volume 3, No. 2, June 1939

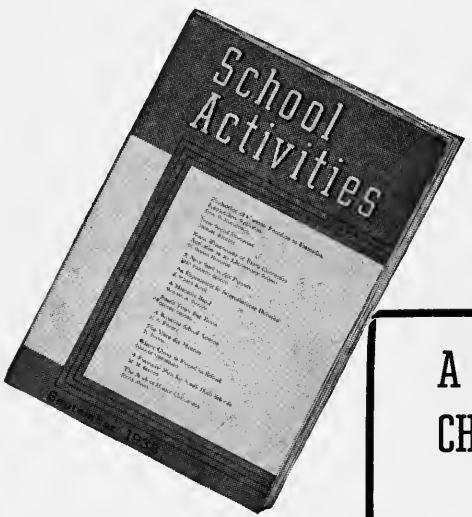
Annual Reports 1938
Chicago Park District, Recreation Division
Bureau of Recreation, Department of Public Affairs, Clairton, Pa.
Recreation Department, Board of Park Commissioners, Minneapolis, Minn.

Recreation Surveys
Recreational Facilities with Recommendations for City Schools and Municipal Playgrounds, Fresno, Calif., 1939
Summaries of the Park, Parkway and Recreational Area Study and Forest Resources Survey for Florida, 1939. Florida State Planning Bureau
Recreational Opportunities and Problems in Monongalia, W. V., by Recreation Council of Monongalia County, Morgantown, W. Va., 1938
Semiannual Survey of School and Playground Activities, January-June 1939, by Oakland, Calif., Recreation Department

Recreation for Older People

(Continued from page 432)

national Power Boat Regatta in Detroit last summer about half of the entries were built and raced by men about 50 years of age. Through the help of amateur hobbyists who have developed their special hobbies to the point where they can help others to enjoy them too, the Department of Recreation has developed three cooperative hobby centers, each conducted one day a week in churches. About twenty groups meet each day and the variety of hobbies, many of which attract older people, is unusual. Older women, for instance, participate in dressmaking and millinery, pottery work, ceramics, china painting, jewelry making, leather tooling, while the older men are interested in stamp collecting groups, public speaking, wood carving, camera clubs, and fly casting. For the past ten years the Detroit Department of Recreation has been organizing groups for home care of the sick. The Health Department staff has cooperated in giving the instruction. These classes, as would be expected, have always drawn a large number of older women.



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New Publications in the Leisure Time Field

A Brief History of the National Park Service

U. S. Department of the Interior, Washington, D. C.

WHEN IT WAS established in 1872, the National Park Service assumed great responsibility for administering and protecting the country's national parks and monuments. These responsibilities have been tremendously enlarged until today the Service, through its cooperation with the states in their park development program holds a position of great influence. It is now in charge of a system which has grown to embrace 21,011,778 acres of land and water, including 25 national parks, 80 national monuments, 45 national historical parks, national battlefields, and other classifications of areas. The recorded achievement of the National Park Service is one in which the citizens of the United States may take great pride.

Modern Table Tennis

By Jack Carrington. David McKay Company, Washington Square, Philadelphia. $1.00.

DESIGNED TO TEACH the beginner how to play, this book also aids the individual who understands the game in improving his playing. The techniques of various plays are analyzed, tactics are explained, common faults illustrated and cures recommended.

Basket Pioneering

By Osma Palmer Couch. Orange Judd Publishing Company, Inc., New York. $1.75.

THE REVISED EDITION of *Basket Pioneering* has been enlarged and illustrated with many beautiful new basket designs chosen from typical American examples, both Colonial and American Indian, and also from forms originating in Great Britain and other foreign countries. It is a handbook written in popular style, with directions and diagrams for basket making design for the beginner as well as the more experienced basket weaver. Daniel Carter Beard has written the foreword in which he says that the most useful quality of this book is that it develops the vision of the reader, enabling him to recognize the possibilities of the common things, thus making him an artisan, an artist, and a creator!

Camping and the Older Boy

Edited by the National Camping Commission, Young Men's Christian Associations, John A. Ledlie, Chairman. Association Press, 347 Madison Avenue, New York. $.35.

THE NATIONAL CAMPING COMMISSION of the Y.M.C.A.'s has gathered the program experiences of older boys in several Y.M.C.A.'s and discussed their findings under the titles "The Trail Camp," "Training in Citizenship," and "An Adirondack Trek and Co-Ed Activities," "A Sailing and Canoeing Camp," "A Nomad Camp," and "Organization and Activities in Older Boy Camping." The booklet offers a practical guide to camp directors in helping them meet the needs and desires of older boys.

It Pays to Play

By Mollie Heath Conn. The Womans Press, New York. $.50.

THE SUGGESTIONS offered here for parties and for recreational activities are primarily for Girl Reserve clubs in rural communities and small towns. They will, however, be helpful to groups of many types. In addition to the suggestions for parties, there are also brief hints for drama, music, handcraft, and folk dancing, "for," says the author, "no recreation program would be complete without inclusion of some of the cultural pursuits."

Modern Camping Guide

By George W. Martin. D. Appleton-Century Company, New York. $2.50.

WHETHER YOU GO AFOOT, by canoe, by automobile, or on skis, this practical guide will prepare you for all the necessities and emergencies of camping. There are detailed descriptions of tents and shelters, sleeping, cooking, and wearing equipment, and there are discussions of all the various details which make for successful camping. A special feature of the book is the number of practical drawings illustrating every important detail of camping procedure. The book is aimed at average campers, particularly the men and women who enjoy doing things for themselves.

30 Successful Clown Acts

Compiled by Wes McVicar, Director of Physical Education, Central Y.M.C.A., 40 College Street, Toronto, Canada. Available from author. $.50.

THE 1940 EDITION of this mimeographed compilation of Clown Acts contains stunts which do not duplicate those appearing in the 1937, 1938, or 1939 editions. Anyone planning for a playground, camp, or club circus should find these suggestions helpful.

Juvenile Delinquents Grown Up

By Sheldon and Eleanor Glueck. The Commonwealth Fund, New York. $2.50.

IN THIS NEW STUDY the Gluecks attempt to answer the question, "What happens to youngsters who go through the juvenile courts, industrial schools, reformatories, prisons, and on probation or parole?" For the first time in the history of criminology a large group of juvenile delinquents — there were 1,000 at the beginning of the investigation—have been followed for fifteen years from their juvenile court experience, at an average age of fourteen to an average age of twenty-nine. In general, the study showed, with the passing of the years there has been a steady diminution in the number of youths

who continued to be offenders so that by the time the juvenile delinquents had reached an average age of twenty-nine almost forty per cent had ceased to be criminals. Moreover, even among those who continued to commit crimes significant improvement occurred. The reasons for these conclusions and the other findings of the study will be of great interest to recreation workers and all others concerned with young people and their problems.

Avocational Interest Patterns. A Study in the Psychology of Avocations.

By Donald E. Super, Ph.D. Stanford University Press, Stanford University, California. $2.25.

Do men engaged in a given avocation have a characteristic pattern of interests, just as men in a given occupation do? How are avocations related to vocations? Are they similar in nature and content, and does the major avocation tend to resemble the usual occupation? These are the questions which Dr. Super attempts to answer by applying to avocations the technique of interest measurement, applied so successfully to vocations by Edward K. Strong. He has based his study on four avocations—stamp collecting, model engineering (railroads and motor boats), instrumental music (symphony orchestras), and photography. The findings of the study will be of interest to recreation workers. Dr. Super urges caution in applying the conclusions, and points out the areas and problems still to be investigated.

It's Fun to Keep Fit. A Guide to Games and Sports.

By Fred B. Barton. Harper and Brothers, New York. $2.00.

"It's fun to keep fit if you do it the play way," is the theme of this book which deals not with exercise in terms of dumbbells and daily "dozens," but with games and sports of many types. There are backyard activities, indoor and outdoor games, winter and summer sports, and forms of recreation are suggested, organized and unorganized, for all seasons, all moods, and all pocketbooks.

Youth—Millions Too Many? A Search for Youth's Place in America.

By Bruce L. Melvin. Association Press, 347 Madison Avenue, New York. $2.00.

Through his sympathetic understanding of the problems of young people, Dr. Melvin shows what youth is thinking and doing, and how they are working and playing. He has selected significant facts from private and governmental research on the problems facing youth and presents them in a straightforward way. He suggests some of the paths open to them, though he warns they are only partially cut, and it is the responsibility of youth to help complete these paths. The study shows that there are some twenty-one and a half million young people in the country between the ages of sixteen and twenty-four years. "These young people," Dr. Melvin says, "do not offer any threat to democracy unless democracy fails them." Sixteen striking illustrations help complete this challenging study of youth.

Individual Stunts Without Equipment.

By Garson Herman. Available from author, 1555 Unionport Road, Bronx, New York. $.35. plus $.08. postage.

There are over sixty stunts in Mr. Herman's compilation which should be valuable to club leaders, camp counselors, playground directors, and other leaders. The author has taken into consideration the lack of equipment in many recreational areas and the danger involved in the use of heavy apparatus. All of the stunts he suggests, which are illustrated, require no equipment.

Bicycling as a Hobby.

By Roland C. Geist. Harper and Brothers, New York. $2.00.

Bicycling has reached such high eminence in the field of sports that a book has been written on the subject. The author has been a bicycle enthusiast for more than thirty years, has taught bicycling at a large New York high school, and has conducted tours through many countries. The book discusses the practical phases of bicycling — cost, equipment, best tours to take, care of bicycles, the organization of cycle clubs, safety rules to follow, and countless other details. It also provides a complete list of places to ride in the United States.

The New Green Mountain Songster—Traditional Folk Songs of Vermont.

Collected, transcribed and edited by Helen Hartness Flanders, Elizabeth Flanders Ballard, George Brown, and Phillips Barry. Yale University Press, New Haven, Connecticut. $3.50.

The original *Green Mountain Songster* was compiled in 1823 by the "Unknown Soldier of Sandgate." This is said to be the first collection of folk songs from a folk singer's repertory to be published in the United States.

For the present collection the editors have selected the songs with the most human interest which best reflect their period. Music as well as words of the songs are given, and whenever possible the entire air showing the variation stanza by stanza.

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Joy and Strength and Happiness Through Work

THE NATIONAL RECREATION ASSOCIATION has devoted itself to the task of trying to secure more abundant living for the men, women and children of the United States. There are other organizations that are devoted to the problems of labor and employment. However, no organization which thinks in terms of the pursuit of happiness can ignore the other great divisions of life—religion, education, work, health, government.

When a man is without employment all leisure leaves a bitter taste. That recreation which does not have relation to religion and education and work and health, even though that relation be entirely an unconscious one, is apt to be recreation of a lesser value.

It ought to be so that all recreation would create an atmosphere, a spirit which would pervade all the waking and, to some extent, the sleeping hours as well. And what transpires in the working hours is bound to have tremendous effect on the creative capacities of the individual as used in his free time. No man can be separated into his component elements. Man is by his very nature indivisible, and that is one of his sources of strength. It is as man keeps close to the earth and keeps his inner spirit united that he has strength.

Work and recreation are not something opposed to each other, something to be kept entirely separate and distinct. It is true that much of modern labor under machine conditions must be routine and cannot give the degree of satisfaction which was possible in labor under pioneer conditions. However, the healthy, normal individual ought to have such inner resources in his own life that he can take routine labor and to some extent redeem it and make it in itself contribute in a certain degree to the pursuit of happiness. It will be a sorry day for America when the emphasis on the pursuit of happiness, on recreation, on leisure time, results in an antipathy to work, in a feeling that work time is just so much lost time. Civilization will ever rest upon work as well as upon leisure and the pursuit of happiness.

Not only is there a rhythm in the passing of the seasons from winter to spring to summer to fall, but there is a certain rhythm in passing from work to play and play to work, and it is the change and the contrast that in part produce the spark which makes life vital and challenging.

I am not one of those who feel that men without long school education are not capable of using leisure wisely. There is much of education that comes to many men from life itself, and I have seen men back in the mountains who had had almost no schooling but who had great capacity for the wise use of their own leisure.

Of course, it is recognized that men cannot play polo or football or golf or tennis all the time and find a completely satisfactory life. Practically every man has so many sides to his nature that he feels dwarfed and thwarted and twisted if certain parts of his nature are left unused. Too much sport like too much work leaves a man only partially himself and only partially satisfied. Many men suffer in the pursuit of happiness without knowing at all why they suffer. They seek an unknown God. They feel that something is wanting but they do not know what it is. It is the task of society to open up the roads down through the trees and up the mountains, into the books, into the poetry and the music of the world, so that each individual can see for himself which of the paths really lead upward, really lead to light and understanding and to growth for each particular individual. Recreation may become just as tiring and as nerve-racking as work itself unless it is suited to the particular individual concerned. Of course, it is understood that each individual must be his own regulator and must make his own choices, his own decisions as to what will give him satisfying life, what will help to keep him a civilized human being, a real child of God.

But no man, surely, will quite reach Mount Olympus who has not learned satisfaction in work as well as in the joy that follows after work.

Howard Braucher

November

Photo by Anita Fezeler *Courtesy Palo Alto, California, Community Children's Theate*

Recreation and Better Human Relations

An educator who believes there is just one reason for encouraging play tells very convincingly what that reason is!

By HENRY NOBLE MACCRACKEN, Ph.D.
President, Vassar College

CAUSE and consequence make up the substance of our lives. We look before and after, and pine for what is not. Our prerogative is also our burden. "We look before and after." And in looking before and after what do we see?

> Behind me stands the flaming sword
> The Vales of Eden trod no more;
> And bitter, dark, and unexplored,
> The alien deserts wait before.

We have grown out of barbarism by knowledge of cause and consequence. Our ability to predict the future is the unit measure of our civilization. What we predict is the measure of its quality.

Hajji, the Turk of legend and fable, was once seated on a branch of a tree, sawing off the limb between himself and the trunk. "Don't do that, Hajii," said a bystander, "you will get a nasty fall." "Oh, I think not," said Hajji, complacently, and continued to saw through the limb. Sure enough, it broke, and let Hajji down to the ground in a mighty tumble. He gathered his wits together, and then bowed low before the bystander. "A prophet," he cried, and followed him into town, with salaams of praise. Thus the bystander obtained a great reputation for prophecy, and made his fortune. This was the beginning of wisdom.

Now play, or recreation, is life with cause and consequence subtracted. The child plays best, because he is unconscious of these twin guardians of man's lot. When we wish to play, we merely banish cause and consequence and live at ease in the present.

Then why have I chosen as my subject "Recreation and Better Human Relations"? Certainly not because I believe recreation should be encouraged in order to make human relations better. To do that would be to take out of play the very quality that keeps it play. We play for the pleasure of play, simply because we are human. Play is an adventure into the primitive, when we become as little children and are refreshed by the absence of care. Play is not an escape from reality, because the primitive is in us and of us, having come with us through physical and social heredity to social maturity. Play is as much a part of our nature as thought. It was there first. Most of this escape talk is all nonsense, the offspring of a sterile intellectualism that has cost us very dear in insanity, in crime, in reckless speed, and other emotional outlets that entail the most tragic consequences to one's self and to others.

So I do not say, encourage recreation in order to have better human relations. Encourage recreation for one reason only, because people want it. The more civilized we become, the more we need play. As sleep restores the physical process, so play restores the processes of personal and social adjustment. All I say is, we shall never have better human relations until the spirit of play is carried into them, until we like people without thought of cause and consequence.

I hate all spurious play that is really business under another name. The deadly seriousness of the bridge table, the other gamblers at the races, the prize fight, the football massacre, the Olympic mimic war; these are all tragedies of play betrayed, seduced, and sold for profit into slavery, pitiful relics of what once was lovely and of good report, which offered recreation only to those minds from which cause and consequence have been washed away in the erosion of successive cocktails. Unhappy folks! You can see by their faces how much recreation is theirs.

But come with me fishing in the trout stream, and watch the play of delight cross the features of the angler as he plays his trout. What does the "Compleat Angler" say?

Dr. MacCracken delivered this address on the evening of October the second at the Twenty-Fifth National Recreation Congress held in Cleveland, Ohio, September 30-October 4, 1940. The printed Proceedings of the Congress, containing all of the main addresses and the summaries of the discussion meetings will be ready for distribution about November 1st. Price, $1.00.

No life, my honest scholar, no life so happy and so pleasant as the life of a well-governed angler; for when the lawyer is swallowed up with business and the statesman is preventing or contriving plots, then we sit on cowslip banks, hear the birds sing, and possess ourselves in as much quietness as these silent silver streams which we now see glide so quietly by us. Indeed, my good scholar, we may say of such angling as Dr. Boteler said of strawberries, "Doubtless God could have made a better berry, but doubtless God never did"; and so if I might be judge; "God never did make a more calm, quiet, innocent recreation than angling."

Or the pleasure of Andrew Marvell in his garden.

How vainly men themselves amaze
To win the palm, the oak, or bays,
And their incessant labours see
Crowned from some single herb, or tree,
Whose short and narrow-verged shade
Does prudently their toils upbraid,
While all the flowers and trees do close
To weave the garlands of repose!

Fair Quiet, have I found thee here,
And Innocence, thy sister dear?
Mistaken long, I sought you then
In busy companies of men.
Your sacred plants, if here below,
Only among the plants will grow;
Society is all but rude
To this delicious solitude.

What wondrous life is this I lead!
Ripe apples drop about my head;
The luscious clusters of a vine
Upon my mouth do crush their wine;
The nectarine, and curious peach,
Into my hands themselves do reach;
Stumbling on melons, as I pass,
Ensnared with flowers, I fall on grass.

Meanwhile the mind, from pleasure less,
Withdraws into its happiness;
The mind, that ocean where each kind
Does straight its own resemblance find;
Yet it creates, transcending these,
Far other worlds, and other seas,
Annihilating all that's made
To a green thought in a green shade.

I wish that Americans loved their gardens and took their recreation in them as the English do. We may listen to the most English of all poets, John Milton, as he takes his immortal walks, one with mirth, and one with sober melancholy, and tells us the pleasures of rising at dawn and joining in the life of the countryside with the whistling plowman, the singing milkman, and the village dancers.

When the merry bells ring round
And the jocund rebecks sound
To many a youth and many a maid
Dancing in the chequered shade.

Or, in his sober mood, as takes his contemplated walk,

To behold the wandering moon
Riding near her highest noon,

Or, in *Il Penseroso,* turning for pleasure to the joys of reading and reflection, for these, too, are recreation.

John Milton was but the first of a long line of poets of pleasure, who sang of their favorite recreation, the pleasures of hope, the pleasures of the imagination, the pleasure of sensibility, and other activities of no consequence, for of such is the kingdom of joy. All art, indeed, is of no consequence except only that it brings contentment through relief and rest, and renewal of spirit. Walt Whitman, the unabashed, exclaimed, "I loaf, and invite my soul." Henry Thoreau, whose New England star is now in the ascendant more than any other, taught his fellow countrymen how simple were the essential things, and even more simple the essential recreations.

This is the beginning of better human relations, that we ourselves should be well fitted to have them, but we do not know them well when we are harassed and preoccupied. As parents of the baby unborn prepare themselves to receive the gift of a new life, so the person who wants to improve his human relations prepares himself to deserve them. I know of no better medicine than recreation for such preparation.

My wife and I have lately been custodians of a little English girl who came to us out of the baptism of shellfire. It has been interesting to see how play has quickly made her one of a group of children perfectly at home in a new land. The spirit of play is one with all other spirits. Shakespeare's Prince Hal in a moment of the gayest recreation cried, "I am now of all humours that have made themselves humours, from the pupil age of Goodman Adam to this present twelve o'clock at midnight." I can recall no more eloquent tribute than this to the spirit of play.

But though play has this magic quality of dissolving enmities and prejudices, we have no right to capitalize it and debase it to such purposes, no matter how high such purposes may be. We should play for the sake of play, not in order to keep our health, however important health may be. The argument which we use with city governments in obtaining playgrounds, that recreation improves the public health, may be a good practical argument, but it should have no part in

"Play with no aim, no object, only the joy of doing it, has effects on us that are so deep seated we dare not, we cannot, leave it out of well-ordered living."—*Dr. Arthur T. Morgan,* President of Antioch College.

Courtesy Journal of Health and Physical Education

our exercise of the privileges of play. The argument that playgrounds tend to improve the morals of those who attend them, and to reduce our lamentable rise in juvenile delinquency may be valid with our city fathers, but it should be forgotten on the playground. Even the argument that playgrounds with their dance and song and joy of exercise tend to give new ideals of beauty in motion and in music, of which American children are so sorely in need, however much it may attract visitors who love to see the human form divine, should not weigh with us as we employ and develop the spirit of play. These things we ought to do, but not to leave the other undone. These are cultural and civic responsibilities, but it is unfair to burden people with them. We should encourage these things for themselves, and incorporate them as the essential bases of our education. In so doing they may become the natural environment of play, but people should not be compelled to support them.

In pleasure, better human relations must exist in order that we may play. We do not play in order that better human relations may exist. Yet we may be glad that recreation can exist only when human relations are at their best, for the best of all human relations is a contented and joyous mind.

> The children sing in far Japan.
> The children sing in Spain.
> The organ with the organ man
> Is singing in the rain.

At least, I hope the children sing in far Japan, and I certainly hope they sing in Spain, in Germany, in Poland, in Russia, and in England. They sing in praise of Stalin, and of Hitler. They sing of England, and of the holy emperor of Japan, but at least they sing, and I hope they do not understand too well what the words mean. Out of the song comes the dance, and out of the dance comes the drama. All of these are but the overflow from the contented mind in an exuberant body. I know of no part of our education which includes both work and play more valuable than these.

I am delighted to participate this evening in a program which begins with group singing, and which carries on to folk dances and social dancing. I feel thoroughly at home in such a program, for I am and always have been, since I first took office twenty-six years ago, a college president who himself sings, and dances, and acts, and plays with his faculty colleagues and with his students. My first appearance before the employees of Vassar College twenty-five years ago was when I led several hundred of them as we danced a Paul Jones. I have danced with them ever since. One evening when I had been acting in a vaudeville with my students, one of my aristocratic graduates came up and greeted me with the words, "It is really very nice of you, Dr. MacCracken, to be willing to make such a fool of yourself before your students." I could but acquiesce in the epithet, but I did not repent.

One day, as I was playing baseball and was put out in trying to stretch a two-base hit into a three-bagger, and slid into third base in vain, a trustee stepped up to me as I was brushing myself off on leaving the diamond and said, "What on earth are you doing, President MacCracken?" I replied, "You told me when I came to Vassar that you wanted me to get into contact with the student body, and now that I have just come into contact with the student body, why are you com-

plaining?" As I approach my sixtieth birthday, I feel, like the Wife of Bath, "It tikleth me about myen herte roote, that I have had my world as in my tyme."

Though I no longer enact the roles of youthful lovers or daring heroes, I can still bind up a leg and stump through the part of Long John Silver in "Treasure Island," or sing and dance my way through the court of good King Hildebrand in Gilbert and Sullivan's "Princess Ida," or pick myself up from a bed of leaves in Jo Jefferson's "Rip Van Winkle" and find a long white beard upon my face. To me it is the keenest recreation to play Theseus to my son Hippolytus in the Greek of Euripides, or even Menelaus, or in a Sanscrit play interpret Vasavadatta. I have been a citizen of Good Queen Bess' London, and a professor in a Soviet laboratory, Lorenzo de Medici in an Italian pageant, and a fat priest in "The Revels of Kenilworth Castle." I have been all things to all students, not of subtle policy if haply I might be popular with some, but simply and wholly because I liked it, and I commend my most undignified example to my brothers in the other college presidencies. It would be better for all of them if they followed the example of good Bishop Richard Corbet of Oxford, in 1630, of whom John Aubrey tells:

> His chaplaine, Dr. Lushington, was a very learned and ingeniose man, and they loved one another. The bishop sometimes would take the key of the wine-cellar and he and his chaplaine would goe and lock themselves in and be merry. Then first he layes downe his episcopal hood,—"There lyes the Dr." Then he putts off his gowne,—"There lyes the Bishop." Then 'twas,—"Here's to thee, Corbet," and "Here's to thee, Lushington."

I have been lately reading for my sins the autobiography of a famous American educator, who calls his book "I Remember." I have not finished it, so I cannot say whether in the whole volume he mentions recreation. All I can say is that neither recreation nor play appear in his Index. I could wish that these words headed the list of his achievements. We all of us take ourselves too seriously. In appointing a professor, I had rather know in what he finds his pleasure than how many hours he works. There is one colleague of mine whom I never really knew until one day we ventured forth in a light canoe and ran the flooded waters of the Wappingers Creek after an early spring freshet. The canoe dumped us out, of course, and as we swam our flooded boat to the cove shore, I felt for the first time that I really knew the man. I was not surprised when later he accepted the presidency of our local Recreation Association and assumed responsibility for a campaign for recreation centers in our county that was most fruitful.

The silliest of all the silly notions that we descendants of the Puritans have inherited about this whole matter of recreation is that it is somehow undignified, but dignity is a garment we can safely leave to hang upon a closet hook along with academic robes and hoods. The most serious and dignified people often play best and love their recreation more for it. We know how Socrates joined his friends in pleasant walks about the city of Athens, participated in the pleasures of the palestra, or was made welcome at a banquet of philosophers.

When my father, who had been for twenty years Chancellor of New York University, undertook singlehanded to tackle the grand dukes of football and to reform the game so that it might become the sport of decent men, he was accused by an opponent, a football coach, of being an old fogey who knew nothing of the sport. It was at the first intercollegiate conference, at which he presided, and which organized the National College Football Association. My father made no answer in words, but simply held up the crooked finger of his right hand, which had been broken in the game of football twenty years before the coach was born. Recreation is the prerogative of no age and of no temperament, and as folks grow old they should not forget to play.

Our Founder's Day at Vassar comes about the first of May, and every year the students tell me it is the best day of the year. We celebrate our founder's birthday with due decorum and wreathe his grave and that of other servants of the college with spring flowers. The rest of the day is given over to joyous play together, in which faculty and students mingle in perfect equality. What it does for the spirit of the college I could not begin to tell you. I can only say that it makes us one.

"My parting word to you who have given yourselves to the profession of making it possible for others to play is this: Let me urge you that you, too, continue yourselves to play in the dance of life. Do not bind life up in red tape and professional jealousies. Keep your profession true to its ideal, that play is of value, in itself alone."

In ancient times, as winter clamped its rule upon the land and the dark nights were longest, a feast was held, for men had faith that

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A Layman Looks at the Cleveland Congress

By REV. DONALD B. CLOWARD
Treasurer
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IT IS, I THINK, Dr. A. N. Whitehead who somewhere has written that religion is what one does with his solitariness. Certainly Dr. Whitehead did not intend to reduce the whole of religion to those moments when man was alone, but with rare insight into the nature of man's relationships he saw that so much of man's life is planned for him by every day circumstances so that what he does with those moments when he is largely on his own determines the bent of his soul.

How a man does his main job is important. But a man may be a success in business and a failure in life. He may gain the whole world in matters of work and lose his own soul in matters of leisure. Alexander the Great gained virtually the whole of the then known world as his legions penetrated even into the depths of Arabia. As a conqueror the world has never seen his equal. But there is an old saying: "He that ruleth his spirit is greater than he that taketh a city." Alexander succumbed to the oppulence of Babylonia and his empire began quietly to disintegrate. On the other hand, a man may be a failure in business and a success in leisure because he knows how to use it wisely.

Now, curiously enough, the Cleveland Congress of the National Recreation Association seemed to emphasize the same idea. Granting that much of a person's life moves in certain well-defined grooves, speakers and discussion leaders alike, day after day, were saying that the whole man must be judged by what he does with his solitariness, or, if you prefer, his leisure moments.

Several definite impressions remain with one as he looks back on those five busy days in Cleveland.

First, there seemed to be unexpected agreement on the fundamentals of this thing called "recreation." In days when conflicting fundamental philosophies are blasting men apart this unexpected unanimity was certainly refreshing. But here agreement ended. The Congress fairly bristled with healthy differences of opinion about methods, approaches, techniques, and tools; these differences guaranteed lively discussions and stimulating platform addresses.

This suggests a second impression no less significant. There seemed to be an absence of dogmatism. Even a delegate in the back seat, a mere observer on the fringe of recreation, did not feel that he was being talked down to by experts. He was drawn into every discussion without regard to his humble place in the movement. Day after day professional workers and lay leaders sat together committed to a common inquiry into the ways to make democracy function better through the wise use of leisure time. Only the person who has attended and participated in gatherings where the masses are used as a sounding board for the few who know all the answers can appreciate this difference. It needs to be said, however, in this connection, that a national recreation congress, unlike many gatherings, does bring together many men and women who though not all engaged in the specialized field of recreation are trained and tested leaders in some field of human relations. This was realized in at least one discussion on the place of volunteers when someone reminded the group that in every community there are individuals who know more about some particular subject related to recreation that any one professional leader could hope to know.

This leads to yet another observation. Board members, while still greatly in the minority, though there seemed to be a few more present than in Pittsburgh two years ago, add a certain flavor to the congresses. The best interpreters of the broad aims of recreation in any community are not the paid executives but well-informed members of the commissions, boards and advisory groups. There is always a danger that professional leadership in a movement will move out too far ahead of the public it seeks to serve. From such a danger the National Recreation Association is not immune. Superintendents of public recreation could hardly do a better piece of service this year than to promote the idea of having at least one board member present at next year's Congress. Such a plan might well be supplemented also by having the field men set up one day

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Christmas Caroling on Wheels

From Memphis and from Washington come suggestions for "motorizing" Christmas caroling. Why not try out this idea in your community?

A TWO-TON service truck from the Department of Recreation in Memphis, Tennessee, is transformed each December into a living Christmas Carol which tours the city with a band of happy-voiced children singing all the old familiar Yuletide songs.

Uprights are erected on the open truck and a cardboard top is added. Cellophane enclosing three sides of the framework gives the illusion of peeping into the truck through windows. Evergreen garlands cover the outside of the truck body and a sparkling sign wishes everyone a "Merry Christmas from the Memphis Park Commission." The front of the truck cab bears a similar sign spotlighted from overhead.

Inside the truck silver stars are painted on the blue walls. A tiny red organ and seat are erected in one corner and the floor is filled with hay. Eight gaily costumed carolers, a director, trumpeter, and organist constitute a truck load. The interior of the truck is illuminated by four floodlights which are turned on only while the children are singing. The lights and generator are loaned by a citizen of Memphis.

The Park Commission driver with the best safety record for the year drives the Carol Truck, and all strive for the honor. The route through the city is mapped out for the driver by a member of the Recreation Department's executive staff who precedes the truck in a car.

The truck leaves from a different community center each evening at seven o'clock and returns before nine. Stops are made at the homes of members of the community center family who have given outstanding service, at homes of shut-in friends, and at institutions in the neighborhood.

At each stop the truck is parked at the curb in front of the door and floodlights are turned on. As the Trumpeter announces the arrival of the Christmas carolers, the organ takes up the refrain and the children raise their voices in the old songs. All those who live in the neighborhood of the honored home rush out to enjoy the concert, since only a short stop is made at each place. When the song is over, the children wish everyone a "Merry Christmas," lights are dimmed, and the carolers depart for other streets and other homes.

On Christmas Eve the Carol Truck starts out at 5:30 and makes a more comprehensive tour of the city, visiting the homes of city officials, members of the Park Board, and other friends.

The children's costumes carry out the traditional Christmas scheme of red, green, gold, Madonna blue, and royal purple with glittering trimmings. They are made to be slipped on and worn over ordinary outdoor clothing and can be accented by bright woolen gloves, warm scarf, or cap.

A different group of carolers makes the trip every evening, thus giving as many children as possible an opportunity to take part. The eight singers from each center are selected for their voices and rehearse for two weeks before their evening. No effort is made for professionalism and the spontaneous enthusiasm makes up for any lack of harmony.

For three years the spangled Christmas Carol has made its musical way on wheels and the children of Memphis have spent the week before Christmas doing their small part to bring to their modern city the ancient "Peace on Earth—Good Will Toward Men."

Washington, too, had its traveling carolers sponsored by the Department of Community Centers and Playgrounds. This time it was a street car decorated with evergreens and wreaths in which the carolers made their two journeys, and so lustily and harmoniously did the boys and girls sing that many people stopping along the way found themselves joining in the singing.

Just before Christmas last year, one of the fleet of "Magic Arks" sent by the Shell Oil Company to tour Western cities, visited nineteen of San Francisco's playgrounds. Decked out in all colors of the rainbow, the huge ark was arranged to open out on one side, forming a stage with curtains and drapes, and disclosing an interior which depicted a wild animal menagerie. Joey, the clown, the Great Wizard, with his magic, the Music Man, and Santa Claus himself entertained the children.

It Happened Last Christmas

Every year communities all over the country celebrate Christmas. Here is a sampling of some of the activities of this happy holiday season.

"O Christmas Tree." Detroit's 1939 Christmas began officially on December 23rd, when Mayor-elect Edward J. Jeffries lifted eight year old Betty Madaj to the switch which she pulled, lighting up the sixty foot tree on the lawn of City Hall, and fifty Recreation Department Choristers sang "O Christmas Tree." The background for the ceremony was a tableau representing the birth of the Christ Child, showing the Holy Family, the crude manger and the shepherds and the Magi offering their gifts. The parts were taken by members of the dramatic clubs sponsored by the Recreation Department.

The Mayor extended Christmas greetings to the citizens who thronged around the scene, and Raymond Kelly, National Commander of the American Legion, presented the tree to the city as the gift of 40 and 8, Voiture 102, of the American Legion. The chorus sang five numbers, and the soloist contributed carols. The Recreation Boys' Band played Christmas selections from 5:00 to 5:30 P. M., when the official program started. The selections were broadcast over WWJ, the *Detroit News*.

Each year a crippled girl from the Children's Convalescent Home is selected for the honor of lighting Detroit's tree. Betty Madaj, who lighted the tree in 1939, was a tubercular spine patient who had not walked in three years and who spent all but a few minutes a day lying on a frame. A local ambulance company brought her from the Home which is in the suburbs of Detroit and returned her there. The company has performed this service for fifteen years.

The municipal tree has the cooperation of three city departments. The Recreation Department plans and executes the program; the Fire Department brings its ladders to put the lights on the tree; and the Public Lighting Commission takes care of the electrical work.

Trees for the Department's eight community centers, also presented by Voiture 102, were

The citizens of Lincoln, Nebraska, are exceedingly enthusiastic over the city's annual Christmas parade

lighted on Friday evening preceding Christmas, and the children attending the centers sang carols around the trees while waiting for Santa Claus to arrive.

Other features of the Christmas celebration included the singing of carols at hospitals, orphanages, and old people's homes by groups from the Recreation Department. Dozens of Christmas plays were presented in schools and community centers by the recreation dramatic clubs in conjunction with dance groups who gave their services to provide Christmas entertainment for their community.

A Modern Bethlehem. The turn of a switch by Governor John E. Miles on December 10th last year transformed the mining town of Madrid, New Mexico, into a modern Bethlehem. Figures and scenes of the first Christmas were suddenly floodlighted against the pine and cedar hills about twenty miles south of Santa Fe. Bowers of decorated arches and miles of sparkling, living Christmas trees appeared under tall lighted candles and forty thousand electric lights. From over the hills powerful machines brought the angels' message, and the strains of "Noel," "Silent Night, Holy Night," "Oh, Little Town of Bethlehem," and "It Came Upon a Midnight Clear" drifted down on the scene from hidden amplifying systems.

The story of the birth of Christ was told in huge dioramas and oil paintings, one of which measured thirty-three feet. Following the story in paintings, one saw Mary and Joseph leave Nazareth to go to Bethlehem, the Nativity scene, the shepherds on the hillside outside the walled city, the search of the Wise Men, and the flight of the Holy Family from Bethlehem. Other pictures showed Christ visiting with the doctors, and a huge oil painting of Christ at maturity could be seen on the highest peak near Madrid. More than 60,000 visitors made the pilgrimage to the twenty-four day pageant.

In Clearwater, Florida. The Recreation Department of Clearwater last year assisted the Lions Club with its community Christmas tree and free movie for all the children under fourteen years of age, who received gifts and fruit. It also aided the Kiwanis Club in sponsoring a Christmas tree for underprivileged children. Fruit, candy, and nuts were given to the children, and there was a short program in which the Clearwater High School band, Santa Claus, and many others participated.

Christmas Cheer Week. Christmas Cheer Week —the week between Christmas and New Year's— has become a well-loved tradition in Salt Lake City, Utah, and each night during the week a special program is given. Tickets are issued for the programs which are held in the largest high school auditorium in the city.

Two years ago the success of the annual civic opera led to the decision to organize the Salt Lake City Opera Association and to present a grand opera during the Christmas Cheer Week program. In 1939, *Faust* was given. It was an ambitious undertaking, and some exceptionally fine soloists and a well trained orchestra made it a success.

In addition to grand opera, the Salt Lake Civic Orchestra, which is sponsored by the Recreation Department, presented a sacred Christmas program two days before Christmas in cooperation with the choir of one of the churches. It was the first time the Recreation Department had presented such a program, and so beautiful did it prove to be that the Department is planning to present a similar program this year with the choir of another church.

On Christmas evening, Salt Lake City had a tree lighting service on the City and County Building grounds, when Commissioner Goggin wished everyone a "Merry Christmas." The program was broadcast and thousands of trees throughout the city were lighted simultaneously with the community Christmas tree. All of the carol groups of the city assembled at the tree lighting service and began their caroling there.

Each year on the day before Christmas the Recreation Department's Harmonica Band presents a program. The children, some 150 strong, assemble at the City and County Building and play several carols on their harmonicas. From this point they go to the hotels and to one or two of the department stores and give a carol program. After this they are entertained at one of the theaters as guests of the management. It is a thrilling time both for the children and those who hear them, and far more than the music that is presented the spectators enjoy the delight of the children in performing for them.

Each year on the day after Christmas there is a children's parade. At this time Santa Claus, who pays his visit under the auspices of the Chamber of Commerce, arrives officially and is welcomed by thousands of children in costume. In the evening

another parade is held, and at this time the decorations and lighting are displayed.

"A Christmas Gift to the People of Lansing." The Lansing, Michigan, federal orchestra, the Michigan State College a cappella choir, and Lansing's Civic Players Guild joined forces last December for a community Christmas program at Prudden Auditorium, sponsored by the Recreation Department. The participating organizations called their concert "a Christmas gift to the people of Lansing," and a delightful gift it proved to be! The a cappella choir sang English, Catalonian, and Mexican carols; the federal orchestra presented Saint Saens' "Carnival of the Animals," and the production of the Players Guild was "The Saint" with offstage music by the girls' choir of Plymouth Congregational Church. Community singing was a part of the program.

"Here We Come A-Carolling!" For several years the Wilmette, Illinois, Playground and Recreation Board has conducted a novel Christmas Eve carol program on the Village Hall lawn. Last year a number of novel changes were made which added greatly to the interest of the occasion.

During the week preceding the carol program the choirs of the various village churches met in a local office building where they sang carols for about an hour. Many of the villagers belonging to the churches represented came to take part in the singing on these evenings. A Hammond organ was secured, and a capable organist was on hand to provide accompaniments for the carols.

The Chamber of Commerce provided the decorations for the final program and arranged for an amplifier system which covered all the various business sections. The organist played carols throughout the afternoon and evening so that carol music could be heard almost any time in all parts of the town. Song sheets were donated by the *Wilmette Life,* and the village of Wilmette provided the lighting.

On Christmas Eve a program was held on the Village Hall steps, and those present were welcomed by Village President Harry C. Kinne. The Hammond organ was used for the occasion with amplifier attachments. The carols which had been rehearsed throughout the schools and churches were sung, and the choirs which had been rehearsing throughout the week were in attendance to assist the song leader in the singing. And, as a climax to the singing, from the top of Village Hall there came floating over the air the voice of an unseen soloist singing one of the favorite old carols.

Community Cooperation in Tucson. Each year in Tucson, Arizona, the secretary of the local Welfare Board calls to his office representatives of all civic and social agencies to plan for the annual community Christmas celebration. This group appoints soliciting, purchasing, "get-the-trees," music and program committees, and begins work. The tree committee borrows a large truck from the Welfare Board and makes a trip to the 8,000 foot level of Mount Lemmon in the Catalina Mountains eighty-three miles away where, with the consent of the forest ranger, they cut down thirty trees. These trees are distributed to all of the hospitals and institutions of the city, and a forty foot tree is erected at the city's main intersection. It is lighted profusely by the Tuscon Electric Company.

The Lions Club serves as sponsor of the event, in cooperation with the Department of Playgrounds and Recreation and the Professional and Service Division of WPA, which provides supervision.

During the years of 1933, 1934, and 1935, candy, fruit, and gifts were distributed to the children who gathered around the tree, but recently with the improvement of economic conditions the number of gifts has been reduced. The balance is distributed on Christmas Day to the five children's institutions. Money for the expenses of the celebration is raised a week before Christmas by the Big Brothers, who sell a special edition of the *Arizona Daily Star* on a no-change-back basis.

"Most people don't know that Santa Claus is really a native of New York. The Dutch settlers brought him to New Amsterdam as a pale-faced ascetic dressed in his antique bishop's robes. But after New Amsterdam became New York, Clement Moore transformed the charitable saint — and I rather think St. Nicholas liked the change too—into a rosy-cheeked, plump and jolly old man with reindeer and sleigh to bring presents to good little boys and girls. And at the same time he was promoted from his own December sixth to Christmas itself, or rather the Night Before Christmas. His fame quickly spread to the homelands across the sea, and in Holland and Germany, as well as in England, he became popular as the secret dispenser of holiday presents to young and old."—*Horace J. Gardner* in *Let's Celebrate Christmas.*

A Twelfth Night Festival

By T. BANCROFT RICE
WPA Area Supervisor of Recreation
North Sacramento, California

WHEN SEVEN hundred evergreen trees went up in a Twelfth Night blaze on the evening of January 5, 1940, Christmas was officially over in North Sacramento, but the flames against the dark California sky were already foretelling another festival for 1941.

The city had had a successful community Christmas celebration under the leadership of the Recreation Department. The main thoroughfare had been decorated with illuminated Christmas trees, trimmings for which had been made from scraps of tin secured at a near-by cannery. Toys had been repaired and distributed, and community parties held. But civic leaders, encouraged by the joyous Yuletide spirit of the citizens, felt there should be some appropriate community closing for the holidays.

It was the age-old Twelfth Night story which provided inspiration for a festival to be climaxed, not by the burning of a yule log, but by a huge bonfire of discarded Christmas trees.

Twelfth Night, the eve of Epiphany, is so called from the fact that it is the twelfth night after Christmas. Early Christians celebrated the feast of Christ's nativity for twelve days and gave special significance to the twelfth day on which the Three Kings found the Christ Child in Bethlehem. The observance has generally fallen into disuse, although during the Middle Ages it was an important feast, and in many European countries the eve of Epiphany became a great festal day with masquerading parties and happy celebrations.

In planning for the celebration each local organization was asked to send a representative to a meeting where a celebration might be outlined. In this meeting tentative plans were drawn up and turned over to the Recreation Department for its guidance. Workers delved into encyclopedias and reference books, sought out libraries and history books, consulted with religious organizations on the significance of Twelfth Night and, armed with this data, proceeded to set up a program for January 5th.

When North Sacramento decided to adopt the Twelfth Night Festival for its own, Mayor Kenneth Hammaker issued a formal proclamation calling all citizens to celebrate the end of the Yule season. Since this festival is comparatively new in the United States, radio and newspapers cooperated very well with publicity.

The Boy Scout troops of the community gathered up Christmas trees from private homes to be burned in a huge bonfire, and the Street Department volunteered to collect the tin decorated evergreens which had lined Del Paso Boulevard during the holiday season. A pile of trees was made on the softball field, and the big American Legion tree stood proudly upright in the center.

Meanwhile more research had gone into the program. In many countries the Twelfth Night Festival is also referred to as the Bean King's Festival. A large cake is baked and a bean placed in the center. The cake is cut at the ceremony, and whoever receives the piece with the bean will be King for the coming year. The bean cake story was adapted by recreation leaders and eventually it grew into two cakes with the traditional bean in each, one for a King and one for a Queen. Each organization of the community appointed three of its members to take part in the cake-cutting ceremony and coronation.

Everyone was asked to come in festal costume and participate in the city-wide parade. Prizes were to be awarded for the most original costume, the most comical, best woman's, best man's costume on a woman, and best funny paper character.

The morning of the fifth of January arrived beautiful and cloudless, but by noon the day had suddenly grown gray and rain began to fall in late afternoon. The Recreation Department refused to let its ardor be dampened and went ahead, although the program was to be out of doors without canopies. Fortunately by the time the high school band struck up the first note of the festival at 7:30 the rain had stopped.

The Reverend Kelmer Roe, chairman of the North Sacramento Recreation Commission, opened the program with a few words on the significance of Twelfth Night, and the Boy Scouts performed their impressive "fire-lighting" ceremony. The wet trees were doused with oil, and under the

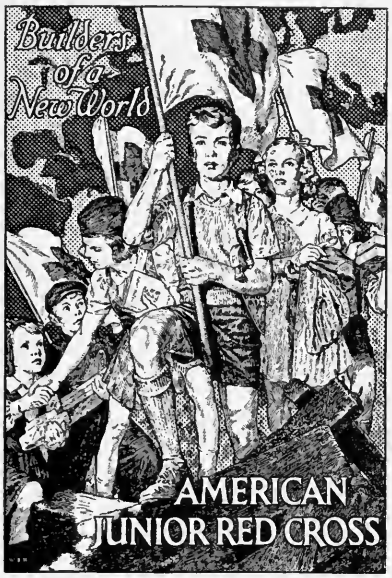
supervision of the Fire Department, the boys set ablaze an evergreen fire which could be seen through the dark for miles. National Guard maneuvers, community singing, a hillbilly band, dancing, and games were held on the ball field in the light of the bonfire.

Canopied thrones had been set upon the platform, and little page boys carried crowns on white pillows for the coronation of the King and Queen. After Mr. John Lee, secretary of the North Sacramento Chamber of Commerce, had duly installed them as rulers for 1940, the King and Queen reviewed the costume parade with the judges.

Because the rain had started again some of the program was omitted, but eight hundred adult participants and fifteen hundred spectators went to their homes feeling that the Christmas season had been brought to a beautiful and fitting close. They heartily approved the idea of a king and queen and are planning to have this year's rulers act as host and hostess at the proposed ceremony in 1941, since the festival will be an annual affair and is expected to become larger every year.

The Recreation Department is convinced that the Twelfth Night Festival will appropriately end the Christmas season, welcome the New Year, and become a nucleus around which North Sacramento citizens can build a lasting spirit of fellowship and good will.

Twelfth Night provides the perfect occasion for a unique party, a night of reveling which brings to a close the holiday season. The National Recreation Association has outlined such a party in a mimeographed bulletin under the caption "Crown Your Twelve Months Merrily." ($.10) Some of the games suggested center around the beans which, tradition has it, occupied a special place in a Twelfth Night celebration. In addition such games are described as "Country Base," mentioned in Shakespeare's *Cymbeline*, and once played in the streets leading to Westminster Palace in London until a law was passed forbidding the playing of the game while Parliament was in session; "Stool Ball," or "Tower Ball," a favorite game among the milkmaids of the time of Queen Elizabeth; and "Tempest," a country dance from Old England. The bulletin also tells of the ritual involving the Epiphany cake in which, if tradition is to prevail, a bean must be baked. Wassail and little cakes make up the refreshments for this joyous party, and after the guests have drunk the wassail and nibbled at the cakes, then comes the ceremony of wassailing the house plants, as the farmers of ancient times wassailed their trees that they might be strong the next year. So the couples form a procession behind the King and Queen and go about the house to each plant. As an offering of punch is poured upon each, the revelers cry, in the traditional words: "Twelfth Night is here! Wassail the tree! With ale and cake, wassail the tree!" As the final event, the guests have a look into the future as they jump over twelve lighted candles, one for each month. If the feat is accomplished without a candle being extinguished, prosperity and happiness are in store for the new year. Then, "after minstrel mirth and dancing, every man departeth to rest," and another year becomes a part of the past.



Not only at Christmas time but through the entire year there's the American Junior Red Cross!

A PROCLAMATION

WHEREAS, the Recreation Department of North Sacramento, assisted by the Work Projects Administration, Recreation Section, has arranged a Twelfth Night celebration emblematic of the burning of the Yule log for the night of January 5, 1940; and

WHEREAS, all residents of the community are interested in the endeavor to promote good will and provide wholesome entertainment for youth; and

WHEREAS, the celebration of Twelfth Night provides another method for the advancement of the welfare of the community;

THEREFORE, I, the Mayor of North Sacramento, do hereby request that all persons who can attend do so, to the end that the community may revive the custom of marking the end of the Yule season.

(Signed) KENNETH HAMMAKER,
Mayor of North Sacramento

Christmas Comes to Texas

THE CITIZENS of Fort Worth, Texas, like to share their Christmas enjoyment, and the week-before-Christmas program of their Recreation Board is designed to reach every person in the community. Early in the week the Municipal Christmas Tree and Candle Lighting Ceremony is held; later a Children's Yule Parade is given in the city auditorium; and a third program for colored citizens is presented in the Recreation building.

Burkburnett Park, the site of the municipal tree, is also the setting for the huge triangular candelabra of fifty electric candles which become the Christmas symbols of community loyalty and good will. The double-tiered triangle of lights, which measures eighteen feet wide and eight and a half feet from the metal base to the tip of the tallest candle, is erected each December by the Recreation Department.

As the date for the candle-lighting ceremony draws near, forty-nine religious, cultural, civic, educational, and other organizations cooperate in the program, and each selects a representative for the pageant. These citizens are coached in their parts, the park is put in readiness, and Fort Worth is once more ready for Christmas.

Thousands of people throng the park for the ceremony, and as the candle-lighting begins, the faces of the waiting audience reflect the multi-colored lights on the giant Christmas tree in the background. When the representative of each group is introduced to the people, he turns the switch which lights his candle and then gives a half-minute Christmas greeting from his particular organization.

When the forty-nine greetings have been offered, the mayor of the city lights the center candle which towers above the others and brings a message from the City of Fort Worth. Last year's message was given by Mayor pro-tem, Marvin D. Evans, who was the first president of the Public Recreation Board and held that office for ten years. The theme of the program, which was broadcast over radio station KGKO was thankfulness for peace and hope for warring nations.

The lighted triangle with the steady gleam of fifty electric candles provides a brilliant background for the program of choral music and pantomime which follows. Plots for the sketches are taken from the Christmas story and Santa Claus, and various dramatic and choral groups throughout the city cooperate in the presentation.

While the people of Fort Worth are watching these impressive services, plans are already under way for the Children's Parade which will be given a few days later. Three hundred children and adults from the recreation classes take part in the presentation of dancing, singing and tumbling acts, Christmas carols and a playlet.

Mothers of the children make the costumes for the party and an appreciative audience turns out to Municipal Auditorium to see Icicle Soldiers, Snowflakes, Elves, Drum Majors, Cinderella, Sleeping Beauty, Bo-Peep and Humpty Dumpty, Jack-in-the-Box, Santa Claus, and hundreds of other citizens of the land of legend come to life in the Children's Parade. The children consider this their own Christmas celebration.

And before the week is over "Santa's Toyland Revue," a Christmas extravaganza of two hundred children, is presented in the Recreation Hall for the colored citizens of the city. Once more music and fun reign as Shepherds, Ballet Dolls, Wooden Soldiers, and Jitterbug Dolls sing and dance for the audience.

When the week is over programs completed and last pageant curtain rung down, the Recreation Department of Fort Worth may well feel that it has once more done its part to bring Christmas into every home.

As you enjoy the music and gaiety of Christmas give a thought to those in need of your help

CHRISTMAS SEALS

Help to Protect Your Home from Tuberculosis

Houston, Too, Celebrates Christmas

On December 19, 1939, Houston's Tree of Light was dedicated with impressive ceremonies before the new City Hall. Hundreds attended the celebration, an annual event sponsored for the past twenty-one years by the city's Department of Recreation under the leadership of Miss Corinne Fonde, Superintendent of Recreation, and financed by the season's debutantes, who give a public ball each year to meet the expenses of the tree and the elaborate pageant which is presented.

Through the use of floodlights on the various elevations of the City Hall, the pageant depicting the birth of Christ was given a continuous and dramatic performance. Members of the Community Players, an organization sponsored by the Recreation Department, took the parts of the narrators and staged the tableaux.

Music was furnished by the combined choruses of the Recreation Department and Y.W.C.A., under the direction of Coralie Gregory Wood, music director. Groups of children from the city's playgrounds carrying lighted lanterns, the Girl Scouts, Boy Scouts, Girl Reserves, and the Settlement Association followed the choirs in the processional and stood as a guard of honor surrounding the Nativity.

The tree towered fifty feet in the air and was covered with a thousand twinkling red, blue, orange, green, and yellow lights. At the top, the great star alone had more than fifty additional blazing white lights.

Every night, from the dedication of the tree through the holiday season, daily vesper services were given for an hour beginning at 5:15 P. M. on the electric organ of the Recreation Department played by W. R. Waghorne, music director of the Department, and others. Amplifiers were placed on the front of the building so that the Christmas music could be heard for blocks.

Music presented at the dedication of the Tree of Light included trumpet solos; "Silent Night" on chimes; "Glory to God in the Highest," and "Away in a Manger" by combined choruses; an old German carol, "While by Their Sleeping Flock They Lay," the French "Angel Voices Ever Singing," sung by an adult choir, and "March of the Magi," sung by a male chorus. Several other well-known carols were sung by the choir, audience joining in. The ceremony was closed with the recessional, "Joy to the World."

Groups were organized and scheduled by the music division of the Recreation Department to sing Christmas carols in neighborhoods, at city and county institutions, hospitals, railroad stations, hotels, old folks' homes, Faith Home for Children, and other institutions. Caroling books were loaned to the groups by the Recreation Department library. Approximately 5,000 participated.

Appropriate Christmas programs and parties were held on all playgrounds. Handcraft classes made decorations and trimmed buildings and trees on all playgrounds. A number of the playgrounds furnished Christmas cheer for poor families in the neighborhoods.

A Tree of Light for the colored citizens of the city was located at Emancipation Park. School choruses and bands assisted the colored division of the Recreation Department with dedication ceremonies.

"This Christmas calls back the laughter, the bells, the lights, the prayers, the joys of other years; it gives us assurance and promise and faith for the future of our land. We renew our Christmas purposes—that songs of peace on earth and joy to the world shall echo from pine to palm and shore to shore in this our land; that we shall point our children to that star of hope which is the light of universal understanding and brotherhood; that America's children shall at least have a part in placing within the reach of all men everywhere life's greatest gift—the gift of human happiness."—*Frances S. Pettengill* in "National Parent-Teacher," December 1939.

"This is the season of the Christmas card. Recently I received a post card from Stockholm covered with the names of those with whom we had danced as recently as last August, but now living in another world, or so at least it seems. They sent 'greetings and good wishes to all.' I gladly pass on this message of friendship to 'all.' Our Swedish friends assume, as we assume, that a folk dancer of any land is a friend indeed; a calm assumption that has been justified in practice at our International Festivals.

"At a Folk Dance Festival we recognize and appreciate each other's national differences as facets of the variety of mankind. These very differences invite our interest and our good will. Assembling such contrasts in the harmony of dance invokes among us the peace of understanding. What is possible in the dance today is surely not impossible in the world tomorrow." *Douglas Kennedy* in *English Dance and Song,* magazine of the English Folk Dance and Song Society, December, 1939.

What They Say About Recreation

"IT SEEMS PROBABLE people are growing in their appreciation of unspoiled natural scenery and the stories of the natural world these scenes reveal. We have come to think of contact with the great out of doors as a remedy or antidote for conditions peculiar to this industrial world in which we live." — *Irwin McCrary* in *American Planning and Civic Annual.*

"Studies by child psychologists have shown that children acquire most of their habits and their attitudes toward life and other people during their play experiences. These experiences are so important to every child that if we expect him to develop normally we must make certain that he is able to take part in regular, constructive, adequately directed leisure-time activity suited to his particular interests."—From *Proceedings of the Juvenile Delinquency Institute,* Chattanooga.

"Democracy is a positive, not a negative thing. Its aim is the welfare of the individual, yet it recognizes that a good life for the individual is to be sought only in a good society and in a good state. . . . Loyalty to democracy necessarily involves active support of those social, economic, and political arrangements which make possible an abundant life for each and every person."—From *Democracy and Education in the Present Crisis.*

"There is no yardstick by which the possibilities for living can be measured. Each must appraise the satisfactions of life according to his own nature, tastes and capacities, for the making of a full life is infinitely various, and each person lives on a different level of experience. It is necessary to take measure of one's gains as one goes along, but always to release these gains in the direction of freer and better living."—*Sydney Greenbie* in *Leisure for Living.*

"Our crude civilization engenders a multitude of wants, and law-givers are ever at their wits' end devising. The hall and the theater and the church have been invented, and compulsory education. Why not add compulsory recreation?"—*John Muir* in 1876.

"Whether we accept the meaning of recreation to be playing games, relaxation, or synonymous with the broader term 'leisure-time pursuits,' thoughtful observation compels us to concede that it has a definite effect upon the personality of participants. . . . As the meaning of recreation has broadened, so has belief in the efficacy of its training ability. Recreational activities that were once considered of no worth and often as downright sinful are now among the best-used tools in building those attitudes and attributes that make up a well-rounded personality." — *Mollie Heath Conn* in *It Pays to Play.*

"In ancient Greece the privileged classes freed themselves from long hours of toil and were able to follow recreational and cultural pursuits because they possessed human slaves to do their work. In America we acquired mechanical slaves but these, in turn, threatened to enslave us until we realized that a new social system must be built under this new order."—*Conrad L. Wirth.*

"Public recreation is devoted to the principle that a well-conceived, efficiently operated system of recreation insures that its services reach all the people and flow most readily where they are needed and wanted most."—*G. Ott Romney.*

"In one's leisure time one's tastes are developed and one's personality is expanded. The true nature of people comes out in their enjoyments. . . . The play life may be one of individual contentment or it may depend on such satisfactions as group life only conveys. Of course everything depends upon the state of development of the individual as to whether individual accomplishment is good at the moment or whether group life is indicated." — *Mary K. Simkhovitch* in *Group Life.*

"Recreation stands beside the home, the school and the church as one of the most profitable areas for the realization of the ultimate aim of democracy, namely, a people who will be able to live finely, expressing themselves as individuals in socially desirable ways."—*Frank S. Lloyd.*

China's Ancient Shadow Plays in a Modern Setting

One of China's oldest arts is revived on a Chinese Playground in the city of San Francisco

By PAULINE BENTON
Red Gate Players
New York City

THE OLD AND NEW CHINA met this past summer when Chinese shadow plays appeared on the Chinese playground of San Francisco's Chinatown. One thousand years ago, the Chinese historians tell us, shadow plays were seen in the market places, those centers of community life in Old China, where they were used as a device of storytellers to illustrate the romantic tales of the Three Kingdoms, China's Age of Chivalry. San Francisco's active American-born Chinese children found this ancient art of their ancestors an exciting innovation when it was introduced to them as a part of their summer dramatic program by Lillian Yuen, their up-to-date playground director, who is known throughout Chinatown as the 'Playground Lady."

The Chinese storytellers back in the Tenth Century presented their shadow plays with motionless paper figures which they guided across a screen illuminated from behind by an oil lamp. All kinds of dark shadows, realistic and grotesque, could be projected in this way. The entertainments became so popular within a short time that they were taken into theaters where transparent colored sheepskin figures replaced the more fragile paper ones; in addition to color, they took on life and motion and began to talk and act the popular dramas. The idea was similar to the evolution of the stereopticon and motion pictures which followed many centuries later in the western world. They were an indispensable feature of any occasion, especially the "Festival of One Thousand Lamps," the most elaborate celebration of the year, and excited the imagination of the people about as a Walt Disney feature does in America today.

Their fame became so widespread that the shadow play art started traveling to other countries. Merchants in the Twelfth Century, who transported their wares in boats, carried it to the South Seas where visitors to Java and Bali today may still watch the performances, which usually last throughout the night. In the days when the mighty hordes of Kublai Khan swept over Asia, opening overland trade routes between the East and the West, adventurous troupes of Chinese actors took the shadow plays to the court of Ogatais in Persia, whence they reached other parts of the Near East, Egypt, Turkey, and Greece. In the Eighteenth Century, French priests who had journeyed to the Orient brought tales of these dramas back to France, where on occasions cardboard figures have been enacting popular French plays ever since in the Montmartre district of Paris. They are still known in this district as "Ombres Chinoises."

All of the countries, in fact, have made the figures from their own materials, usually some kind of animal parchment, and adapted the plays to their own literature, but none have acquired the perfection of the Chinese shadow masters, either in the beauty, color, and flexibility of the figures, or in the dexterity of their manipulation.

The Figures

The Chinese shadow figures are made from thin pieces of animal parchment — donkey skin, cowhide, or sheepskin — delicately carved, perforated, and colored with transparent dyes. Shown behind an illuminated screen, they appear as brilliant and colorful as jewels. The figures are, of course, flat, averaging about thirteen inches in height, jointed at numerous points, and controlled by means of three wires for the human figures and two for the animals. It is difficult, unless one has seen a shadow play, to imagine any degree of animation from two-dimensional figures with no more than three controls, but it is generally conceded that they are surprisingly human with just

enough of the simple imaginative qualities of a folk-art to preserve the illusion of fantasy and make them even appear superhuman. In other countries the figures do not have these qualities, for few are transparent in coloring and they are all limited in the number of joints, thus lacking agility of movement.

Chinese shadow figures brought to American museums are doubtless responsible for arousing interest in shadow plays in this country. Probably the earliest, at least of the large collections, was brought to the American Museum of Natural History in New York by Dr. Berthold Laufer about 1900. It was sometime later, however, before they came to the attention of educators who conceived of introducing them into their school art programs, and not until the last five or six years that their use has become at all widespread. There is no question, however, that they are rapidly coming to share equal honors with puppets and marionettes in school and recreation programs.

The very fine collection of shadow figures in the Field Museum in Chicago inspired my own interest in seeing the shadow plays in China, which later resulted in organizing the Red Gate Players for presenting the Chinese shadow plays to American audiences, and in my returning again to Peking to study with the old shadow master, the late Mr. Lee T'uo-ch'en. He and his father with their troupe of shadow players had entertained the Empress Dowager, the ill-fated Emperor Kuang Hsü, and other well-known persons in the Manchu court. Our purpose in our performances, which are of course translated into English, was primarily to interpret Chinese art, literature, and music to American audiences through the medium of this beautiful folk drama. For its artistry and simplicity alone, it seemed worthy of a place in our modern world, but also proved to be so articulate and entertaining that it reached a much larger and more varied audience, both of adults and children, than we had ever anticipated.

The Development of the Art

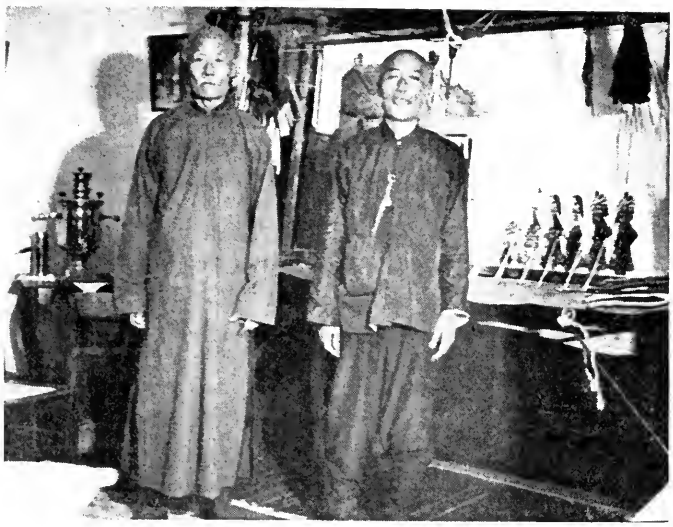
These performances have also, I believe, had a share in stimulating the growing interest in the shadow play for school and recreation programs, where it provides a new field for creative art, dramatic activity, or both. Whether or not it can successfully be a combination of the two depends vary largely upon the ages of the children and the time at their disposal. One of its outstanding advantages is that it can be simple enough for the younger groups of children and sufficiently complicated to appeal to and hold the interest of the older ones.

If we follow through the historical development of the Chinese shadow play from the first motionless paper figures presenting their tales in narrative form, to the animated, transparent, parchment figures acting out plays in dramatic form, we may trace the appropriate type to be used in the different age groups. The younger children usually make stationary, opaque figures from cardboard or paper, which they can move across the screen by means of one wire or wooden stick control, while another tells the story. The great advantage in this for the younger groups is that it requires no difficult technique. The making of the figures can be merely a part of their creative art program, which consists in drawing or painting some character, that to them illustrates their story, and then cutting it out. The fact that the figure is opaque and shows only a black shadow to the audience need not deter the child from coloring it, for at this stage the value is more in what the child can see and do than in the audience's reactions. Although the figures cannot move, the child's imagination may supply this lack in his drawing as he senses that it should be walking, running, or dancing across the shadow screen.

As the early shadow plays developed into their next phase, the dramatic form, so the older groups' interests tend to center on the dramatic production. For them, animation is essential and transparent colors are desirable. The simplest and least expensive way to make a shadow figure transparent is to use water-color paper, paint the design on it with transparent colors, such as Higgins India Inks, and then oil it on both sides with linseed oil. After this has dried thoroughly, a coat of shellac applied to both sides will give rigidity to the figures. A higher degree of transparency, however, can be obtained by making the figures from some definitely transparent material such as parchment, lamilux, or plastic, though these are more difficult to paint because of their oily or shiny surfaces and are also more expensive. Many of the sheet plastics, such as pyralin or lumarith, may now be

Any individual or group wishing to secure information regarding performances, demonstrations, or instruction, may obtain it by addressing Miss Pauline Benton in care of the Red Gate Players.

purchased in colors. Some very successful figures have been made by cutting the different parts from the appropriate sheets of color and gluing them together. This method requires only a minimum amount of painting, such as facial features and small details on the costumes.



To make a figure well jointed for animation, we should make a careful study of the Chinese models, for after a thousand years or more of experience we must acknowledge that they have become the real masters of the art. While it is true that their figures have been developed for experienced and professional players rather than recreation groups, examination will show that they are flexible and capable of natural rhythmic movements with the simplest kind of manipulation.

Some groups of children have experimented with some new kinds of partially mechanized controls with complicated wire attachments by which one wire may move a mouth, eye, foot, and hand all at the same time. This results in stilted and

"While our changing world is trying to separate the Old and the New China into different categories and to place walls of thought between them, we find not only the insuperable wisdom of her ancient sages but also the simple pattern of her folk arts rising up to guide us in our modern search for new ways to attain a fuller and richer expression of beauty and experience in living."

Courtesy San Francisco Recreation Commission

limited movements in the figures and tends to focus the child's attention on the mechanism of the manipulation rather than on the graceful motions and poses of the figures.

The Chinese shadow figure, on the other hand, is so made that it responds to the slightest touch and is so free from mechanization that a child soon becomes unconscious of the controls and projects his own personality and gestures into those of the character he is manipulating. The joints seem to flow into the natural bends and movements of the body. The different parts are joined together by a single thread knotted on each side, so that every joint swings freely. Brads, or anything with a flat side which may be used to fasten the joints together, will hamper the animation. Animals have two control wires attached loosely, one on the head and the other toward the back, sometimes even on the tail. Human figures have three controls, one sewed firmly to the neck and one loosely to each hand. A small ledge of moulding fastened to the lower edge of the screen will form a "floor" which controls the foot movements. The loose joints and stiff wire controls are responsible for the realistic manner in which a character may walk, dance, sit, kneel, and punctuate all speeches with decided and purposeful gestures.

The complete set of "Elephant Gay," including eight animal characters, a shadow screen, 14" x 28", two pieces of scenery, and a text with directions may be purchased from the Red Gate Players, 454 Riverside Drive, New York City, for $5.00. A few single figures, some of them "seconds," are available at fifty and seventy-five cents. Souvenir programs containing résumés of the plays presented by the Players and also a brief history of shadow plays may be obtained for fifty cents.

"Ready-made" Figures

Many of the older groups who are primarily interested in the shadow play as a dramatic activity, do not have the time to study and work out a well-made and properly balanced figure. Both are quite essential to a good performance. Observation of this fact, as I have talked with teachers, inspired me with the idea of producing some "ready-made" figures modeled after the Chinese ones but adapted to the materials available in this country. There are marionettes on the market, so why not "shadows"?

It is fun to do something that is new and different, but it has required a great deal more effort and energy than was anticipated to reproduce a hand-made product in our machine age. For an article which looks simple, there are numerous processes and parts which must be assembled from very divergent sources. For the wire controls it was necessary to investigate all types of wire forming from bedsprings to meat skewers to find the machinery adjusted for bending the loops. It would almost have seemed simpler to do as the Chinese shadow masters must have done, sit down with a roll of wire and a pair of pliers and do the cutting and bending by hand! Our modern plastics proved to be the best material to substitute for the animal parchments, but this also demanded a certain amount of experimentation to find the best transparent colors and methods for applying them. After nearly two years of such research and trying out of materials, this summer we produced our first American-made transparent shadow play, "Elephant Gay." This has been one of the popular plays in our own repertoire, based on the Chinese version of the story telling how the elephant gained his trunk, and since the figures are all animals, we felt that it should have a universal appeal.

In San Francisco's Chinatown

It seemed a most auspicious begining, just after we had opened our little theater in San Francisco's Chinatown for our second summer season there and were finishing up the first sets of "Elephant Gay," to have Lillian Yuen come in to tell us that she was going to use it for one of her summer dramatic programs. She had been asked by Miss Hester Proctor, Drama Supervisor for the San Francisco Recreation Department, to have her group present a program in the State Recreation Building on Treasure Island. She wanted to have a Chinese program and had decided to have a shadow play. I was delighted to have the privilege of seeing this worked out under the direction of an experienced recreation leader, and especially a Chinese one! This Chinese playground, which is a part of the San Francisco Recreation Department's playground system, is unique in being the only Chinese playground in the country.

"Elephant Gay" has a very lively song which the Baby Elephant sings at various times throughout the play. The children learned this song first. Then each one took a figure, holding one control wire in each hand, and danced it on the wall to the rhythm of the song. By working on a large

(Continued on page 514)

An Experiment in Community Recreation

By JANET JACKSON

In Baltimore the Department of Public Recreation, with the cooperation of the Department of Education, has initiated a plan through which school grounds and indoor facilities are being made more widely available during the entire year to community groups

BALTIMORE has just enjoyed the best summer in all its play history. Every school ground within the city has been available for neighborhood use during vacation. In June, school authorities, cooperating with summer-time city recreation program, offered the use of school property to every group willing to accept responsibility for the maintenance of good order on the grounds and for the protection of school property.

Formerly, private groups have been allowed to use grounds and gymnasiums only if a paid leader from the Department of Recreation was in charge. This involved an expense that many groups could not meet. Under the new arrangement leaders are elected by the groups, receive no pay, and often are members of the teams or clubs wishing to use the school property.

Any group may now make application to the Department of Education through the Department of Recreation for a permit to use the school yards. This application is made on a prepared form which specifies the exact time requested, the activity to be carried on, and the name of the person to be in charge. Two community residents who are not affiliated with the group serve as references for the leader. Accompanied by a deposit of $15.00, this application is sent to the Department of Recreation.

This $15.00 deposit, paid in advance, is used to pay for any damage that occurs during the time the permit is in force. Should damage exceed $15.00, the group is held responsible for the difference. The unused balance is returned at the expiration of the permit.

The Department of Recreation reviews the application, checks the character of the group and the references of the leader. It then sends the form with recommendations to the Department of Education. When final approval is granted by school authorities, a permit is issued to the group leader.

In order that this leader may be fully aware of his responsibilities, certain regulations are set up. These have been reduced to a minimum consistent with group and property protection. These rules are included in writing on the permit issued to the leader, and are carefully discussed with him. For outdoor activities their regulations are:

a. The leader must be in attendance on the grounds at all hours when the permit is in force.

b. The behavior of the participants, cleanliness of the grounds, protection of property and enforcement of any special regulations required by the school authorities are considered the duty of the leader.

c. Report of accidents, violation of rules, damage to property or irregularities must be made within twenty-four hours of the time of occurrence.

d. A weekly attendance report must be submitted to the Department of Recreation.

e. No money collections or sale of goods is permitted at any time.

f. Except when special permission is granted, only 14-inch softballs may be used.

g. All individuals participating in activities must sign an accident release blank.

This permit is not transferable. Should a group make a change in leadership, its permit is taken up and a new one issued in the name of the newly elected representative.

The Department of Recreation may cancel a group's permit at any time. It further reserves the right to limit the hours one organization may use the grounds in accordance with the demand.

Seven copies of each permit are prepared. These are distributed to the group's representative, the Department of Recreation, the school principal, the Police Department, the district supervisor, the statistical clerk of the School Board, and the Recreation Committee. The group representative is asked to keep his copy with him at all times when his permit is in effect.

Under this local group sponsorship plan, Mother's Clubs may provide safe places for their children to play. Parent-Teacher groups, girls and boys clubs, Scout troops, church leagues and similar units may act as sponsors for play periods. If a district has no such organization willing to act, one may be formed for this purpose.

School equipment used by juveniles consists of stationary yard apparatus such as swings, slides, bars and sandboxes. Other supplies are simple but fun. Many of them are made by the youngsters. Tin can stilts, stick horses, bean bags, hop-scotch games, jumping ropes and building blocks are the most popular.

Volunteer leaders of playground groups may follow their own programs. Usually they prefer to do this. For those who do wish guidance, the facilities of the Recreation Department are available.

Adults are responding enthusiastically to the chance to organize local softball teams. During the first three months of the plan's operation, eleven new softball teams have applied for the use of the grounds. When a ball game may be enjoyed by walking a few blocks to the nearest school yard, the number of spectators as well as participants increases encouragingly. Mothers and children remain on the side lines to cheer lustily for dad or big brother or sister who is starring in the game.

Baltimore's experience this season has convinced the school authorities that established groups are not a hazard to public property. In all this time the only damage done has been one broken window. The group playing at the time reported the damage immediately and the new window was in place almost before other groups knew it had been broken.

A review of the statistical clerk of the School Board at the end of the outdoor play season may show that the present $15.00 deposit is unnecessarily high. If this figure can be reduced, groups who have not been able to raise quite that amount of money will no longer be eliminated.

Autumn will find play-minded Baltimoreans moving into the school gymnasiums. Group leadership will be provided under the same system as for outdoor recreation. Teams wishing to play basketball, volleyball, or badminton will be admitted to the gymnasiums if one of their members accepts leadership responsibilities.

Under this new system for group leadership, a twenty-five per cent increase over 1939 in the number of groups using the indoor equipment is expected at the beginning of the indoor season. By the close of the season, an even larger increase is anticipated.

To date, no permits to use grounds or buildings have been misused. Groups are visited at intervals by recreation and police officials. Every organization realizes that cancellation of its permit, if group members fail to fall in line with regulations so plainly stated, is no idle threat. School authorities believe that residents of each neighborhood will be the first to report any irregularities a group might try to conceal.

During the coming season many schools will serve the recreational needs of young people and adults through community center programs

Courtesy Department of Municipal Recreation, Milwaukee

This experiment in group leadership is still too new to be evaluated thoroughly. Baltimore school administrators are pleased with what has been accomplished so far. Participants in the program like being put on their honor and respond accordingly. Neighborhood residents are becoming more play-minded. Those in charge of the recreation program throughout the city have rejoiced to find a way to expand their program without increasing their budget. However, these recreation leaders are the first to admit the plan has not provided a complete answer to the problem of supplying safe play facilities for all.

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Swing Your Partners!

By FARNSWORTH CROWDER

IN THE LAST few years thousands—youngsters, old folks, jitterbugs, college boys, farmers, business men, slum dwellers and society matrons—have discovered the pleasures of the old-fashioned square dance.

The spontaneous revival of square dancing began with strange simultaneity in a dozen separated corners of the country. Recently it has swept wave-like over the United States, from New York to California and from Dallas to Detroit. People have found joy and recreation in hilarious abundance in the dances of grandfather's day and the revival has become a national phenomenon.

One of the most colorful and enthusiastic of the square dance revivalists is Dr. Lloyd Shaw, principal of the Cheyenne Mountain public school, in Colorado Springs, Colorado, where he has inspired into being twenty-five different square dance groups. Most of them meet every week. All of them grow at every meeting. Night workers, not to be deprived of the fun, have organized their own club for afternoon dancing. Square dance nights in the city municipal auditorium over-crowd the huge floor space with brightly costumed sets and pack the galleries with envious itching-footed spectators.

But Dr. Shaw is more than a busy frog in a local puddle. In the past two years alone he has traveled 50,000 miles, teaching, demonstrating and persuading. In 1939 he wrote a book on *Cowboy Dances* which is not only a fresh contribution to authentic Americana but a manual for people who want to learn. As a folk-dance authority, Shaw has served on the faculty of the University of Colorado. He has lectured on the subject at a dozen other institutions. When the writers, Lowell Thomas and John Kieran, and intimates of their social circle wanted a teacher-caller they brought Shaw east from Colorado to Dutchess County, New York, and put him up at the Thomas' menage to instruct them and their children.

In his little suburban school he has worked with the folk dance—largely Old World — for almost two decades. He knows, and his high school children can demonstrate, the routines and figures of over a hundred European peasant dances. It was only four years ago that the old American forms began to interest him. They delighted the youngsters, they suited Shaw's noisy vigorous personality. Today he can call every turn, every pungent line of patter for ninety different square and country dances. Directing a dance, he rears arrogantly, joyously back on his heels, his head high. His voice booms forth, now harshly unpleasant, now laughing, now singing off-key, melodramatic, pleading, sentimental, but as compelling at the pit of the stomach as a fog horn, a police siren or the tremolo stop of a pipe organ. He is so shrewd and adaptable that he can run off with roaring success a square dance for hypercritical college youth, or for San Luis Valley ranchers, or for society sophisticates in a country club.

As Dr. Shaw explains: "Here is the dance of true democracy. Joyously, laughing and shouting, we can weave lovely patterns together. We can refresh ourselves together. If we can play together we can work together. This old dancing is packed with hidden treasures of value."

He pictures it as he sees it from the caller's platform. "Below moves a floor full of sets, four couples to each set—each set opening and closing like a flower, forming squares and circles, lines and stars — swiftly changing crystals — patterns weaving and flowing—every ear cocked, sensitive for the slightest variant in the call. The thing is charged with vital human beauty. Those steps and figures go back to our ancestors. They've come down to us through the very blood stream of our bodies — so —

'Around you go just like a wheel
The faster you go, the better you feel.'"

By temperament and metabolism, Shaw is a showman and missionary. For the purpose of demonstrating his convictions about the wholesome pleasures and healthy releases that group

At the Recreation Congress at Cleveland very keen interest was shown in American folk dances, and some of the most enjoyable sessions of the Congress were those devoted to the teaching of these dances by Benjamin Lovett, dancing instructor to Henry Ford, Grace Ryan, author of "Dances of Our Pioneers," Elizabeth Burchenal, Executive Chairman, The Folk Arts Center, New York City, and G. I. Kern, Supervisor of Community Centers and Playgrounds, of the Board of Education, Cleveland.

dancing provides, he uses troupes of his own Cheyenne Mountain boys and girls. They are by now so widely known and in demand that, if they filled all engagements offered, they would almost never be at home. As it is, in addition to numberless short trips they make two extended tours annually, a fall trip usually to the west coast, a spring trip to the Great Lakes or the Atlantic. Among other places they have danced at the University of California and New York University, in Kansas City and Henry Ford's Greenfield Village, and at the 1940 National Convention of the Physical Education Association and Chicago's WLS barn dance program.

"I came to see your dancers and they seemed to me very real and very much a part of America. There was a kind of rough grace, sincerity, feeling of fun, joy in living. I think there was something of the feeling of an early America and its joy in a huge, new land, something really virginal, joyous, good. I felt real play spirit. . . . The feeling of fun, some joy in living, is too much gone out of most of us. You seem to be keeping it alive in these dances."— From a foreword by Sherwood Anderson in *Cowboy Dances* by Lloyd Shaw.

The performers are the pick of Cheyenne Mountain juniors and seniors. Two sets—sixteen dancers—make up the company. They travel by motor coach (the gift of an admiring patron) together with three musicians, Shaw, and Mrs. Shaw. Their fee per engagement is $150 to $200, which on the average about covers expenses.

There is no standard program: it would take the youngsters a week of nights to exhaust their repertoire. Usually they present a four part exhibition—European peasant, to show the general folk background; early American, with the girls in hoops and the boys in tails; dances of Mexico and the Southwest; and dances of the cowboy, with the boys in ranch trappings, the girls in period skirts. The troupes are always superbly costumed. Though they perform with spirit and style, with professional facility and aplomb, they retain the unspoiled charm of anxious youth. And Shaw, as caller and master of ceremonies, is always a part of the show. Unfailingly the dancers come home with rave notices in their scrapbooks. They wear themselves to a frazzle answering audience demands for "More — more —" At every performance before the three-day National Folk Festival in Washington, they swept crowds of ten thousand, if not off their feet, certainly off their seats.

Dr. Shaw has sought not only to exhibit but to propagate a good thing. On tour his troupers experience a reversal of the usual teacher-pupil equation. At the University of California, in Berkeley, last fall, they conducted a class with nearly 200 teachers as their pupils. At Bennington College, Vermont, the very creme de la creme of the "modern" concert dance found themselves taking instruction in *Uncle Steve's Quadrille* from Rocky Mountain adolescents, and asking for more. As a teacher Dr. Shaw charges the air around him. He has pulled thousands of wallflowers out of their forlorn corners to join in grandfather's dances. There is no count of how many square dance groups he has, directly and indirectly, brought into being. They are strung clear across the land. Groups with no other help have formed around his book on the cowboy's dances. It contains detailed directions, with diagrams and calls, for seventy-five dances from the old western range days. So many teachers, far and wide, have requested instruction that he has had to set aside a part of his summer to accommodate them with a class.

A unique outgrowth of his instruction of socialites at Denver's Wilshire Country Club has been an old-time waltz series. Fortnightly several hundred dancers gather in the handsomest of period costumes to revive old waltzes, polkas, and schottisches. The loveliest of music is supplied by an orchestra from the string section of the Denver Civic Symphony. The affairs are like refugee revivals of the gaiety of old Vienna. Attendance has run close to a hundred per cent. Practically everyone goes on the floor for every number. The hotel management has not been exactly happy over the slim liquor sales. "The old dances carry their own intoxicants," Shaw explains.

When Lloyd Shaw, at 24, was offered the principalship of a country school, people warned him, "A first step to nowhere." But he has never left it. And he has won for himself a couple of honorary doctorates, made himself the most popular non-political speaker in his part of the country, and served repeatedly as a college trustee. He has remained with his Cheyenne boys and girls largely for the freedom to style his career in his own sweet way. He has been a hobby fiend, a professional amateur, a man with too many red corpuscles. He has led his pupils into nature study, camping and mountaineering activities, into the study of Indian lore and crafts, into music and literature. He has ridden wildly over the terrain

of sports. When he took over the school, he had no athletic equipment. But he had a dozen big boys. As coach he knit them into a football team and walloped all comers, including the state champions. The next fall, he threw out football and has never since had a team. He was a winter sports enthusiast fifteen years ahead of the mass craze. He had a swimming period, a target-pistol year, and an archery spell. A magazine article fired his interest in gliding. Conveniently he had an ex-World War aviator on the faculty. They bought a glider and experimented for a terrifying season with flying.

Later Shaw's hobby became horses and he galloped off into western lore. He learned to ride, to rope and to wrestle steers by the horns. He fraternized with old-timers and ranchers. And he discovered a rich, little-explored province of true Americana. "Right there," he rejoiced, "in my own west, underground, but still flowing with life, was an old western dance tradition. I had to tap that stream!" He dug, traveled about, kept notes. Henry Ford shared with him all his collections on the subject. Shaw could become quite as heated, technical and obscure over the differences between the "Rattlesnake Twist" and the "Post-hole Digger Roll" as an Elizabethan pundit over alternative interpretations of a Spencerian stanza. The material — real, earthy, full of lusty tang and humor—lured him on. With his school dancers, he shifted emphasis from European to western American forms. The square dance revival was already under way and Lloyd Shaw had under him a hobby horse that has now run off with its rider to join the national circus.

The cowboy's dance, Shaw contends, is much closer to American temperament and soil than jazz. Like the American himself, it is a melting-pot hybrid. Into western range country the migrants brought their Kentucky running sets, New England quadrilles, their Mexican and European peasant forms. From this basic raw material, the cowboy developed routines and patterns to suit himself. Having little patience with over-refinements and niceties, he chucked them. His dances took on a freedom, flexibility and masculine vigor expressive of his restless character.

That character is so akin to Lloyd Shaw as to make him one of the best of the current propagandists for the cowboy's dance. He sees it as something old, that has been recovered and will remain alive because so much life is inherent in it. The cowboy's dances are the easiest of the squares to learn, the most fun to do. They neither discourage the beginner nor bore the old hand. They are constantly active. They are the American dance simplified and adapted—not mummified or merely manufactured.

Shaw quarrels with those purists who, as he feels, catch the old dances in traps of codification, rules, and authenticity and dry them out to fossils. "Our people," he argues, "are hungry for these communal dances. Let them take them, do with them what they will. Let's not cry out against their violations of traditions. When the traditions were alive, they violated everything in their own paths. It is the way of living things. If we offer people codified, sacrosanct, meticulously frozen dances, they'll turn away. Let's bring grandfather's old dances back — yes! — but let's bring 'em back alive!" By the test of the number and enthusiasm of his converts, Shaw's position stands up. He has a therapy here for all of us who are suffering from the creeping lethargies of stale social motions and vicarious recreation. He would dose us with something vigorous, wholesome, and self-forgetful *to do*.

Men particularly enjoy the cowboy's dances. I have seen them by the score. And they are not young ballroom hounds and slickers. They are the postmaster, the dentist, the minister, the bank cashier, and lumber dealer, the football coach, the milk man, the millionaire mining engineer, the WPA truck driver.

In a group they share movements larger, freer, more massive than any a man could achieve alone or while holding up a woman and pushing her around backwards. And so they can extend themselves. Their arms swing and their heels fly. Warming to the fun they grow red in the face, slap their hands, lustily sing, and sweat with the unashamed frankness of harvest hands.

Men lost in having such a whale of a good time simply can't be laughed at. You long, instead, to laugh with them.

Very well, why don't you? Assemble a congenial group or go to it with one already in existence. Find a teacher or procure a

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"With increased emphasis upon recreation and with the recent widespread interest in American folk culture there has come a demand for the dances of our pioneers. There has been a revival of these dances in rural areas throughout the country. In urban centers recreation leaders are giving them a definite place in their programs."
—*Grace Ryan* in *Dances of Our Pioneers.*

Hobbytown

A miniature community which is governed by its youthful citizens on democratic lines

In a five-story building near the heart of Pittsburgh, 500 young citizens of a city-within-a-city spent their summer making Hobbytown a worth-while community. Started last year as a play school, this children's community developed this year, under the guidance of the Irene Kaufmann Settlement, into a full-fledged miniature city of self-governing citizens from four to sixteen years of age.

Four mornings each week embryo bankers, politicians, publishers, business magnates, and "factory" employees can be seen arriving at their "town hall" for work. There in the settlement house, under the supervision of a trained staff assisted by WPA and NYA leaders, the young citizens of Hobbytown put democracy to work. On the fifth morning the whole "town" moves to Highland Park for the day.

An average working day in the little city has five periods. The playground session is followed by a period in the craft-factories. After a short, milk-drinking recess, general assembly is called and the workers later return to their "factories" for the final period.

Early in July Hobbytown government swung into action as citizens sent delegates to a nominating convention which soon evolved into three major parties and a few independents. Names of two nominees for each office went to Hobbytown citizens, and the first municipal administration was elected. His Honor, the Mayor, had for his staff a Vice-Mayor, Chief of Police, City Treasurer, Director of Recreation and Director of Health. A City Council of eight boys and eight girls tackled law-making problems, while the judge and district attorney started the wheels of justice rolling and proceeded to try violators of the civic law.

All industries in the miniature municipality pay their employees $4 an hour in Hobbytown "play" money. Economy-minded citizens paid their fees and deposited the balance in the city bank. Before they got there, however, city officials held a hasty meeting, passed a resolution imposing a weekly tax of $6 on each citizen, and laid down a $25 corporation fee. Despite this regulation, a group of junior journalists sold shares for a newspaper and paid the city tax. The publishers sold advertising to other Hobbytown industries and soon had the *Times* on a sound financial basis.

Young citizens assembled daily to discuss governmental problems and check up on elected officials. Tax problems were conveniently handled by civic-minded City Treasurer Florence Troiani who made an investigation and one day reported to the assembly: "The city was making money at the expense of the citizens. I was the one who cut the taxes and made them more moderate."

Hobbytown's thirteen year old judge and his jury tried all culprits. Offenses ranged from stealing and eating the founder's birthday cake to publishing an unlicensed scandal sheet, and stern-handed justice laid fines from $5 to $500. Sensational scandal of the summer was the trial for blackmail, libel, and publishing without license, in which the offender was found guilty, fined $500, disbarred, and made to clean up the day camp.

While the treasurer filed suits against citizens whose taxes were in arrears, the Health Director went ahead with her campaign to weigh and measure all citizens. City council members drafted a civil service examination for city police and appointment was strictly on the merit system.

Creative citizenship became a reality for Hobbytowners who worked three months at toy making, furniture, metal, leather work, models, photography, Indian lore, swimming, life saving, journalism, machine sewing, raffia, knitting, weaving, cooking, dancing, art and music. Every aspect of the modern, adult city is duplicated in the "City for Children."

In the large daylight studio, child-artists work over their easels and clay tables, creating mainly from initiative and imagination. On miniature benches in the workshop young carpenters build toys, tables, lamps, or candelabra. Boy and girl chefs learn the fine art of cooking over the kitchen stoves and provide the settlement refreshment stand with cakes and cookies. Sweaters for the children, their friends, or the Red Cross are knitted in the corner room, while down in the model factory airplane builders work over their

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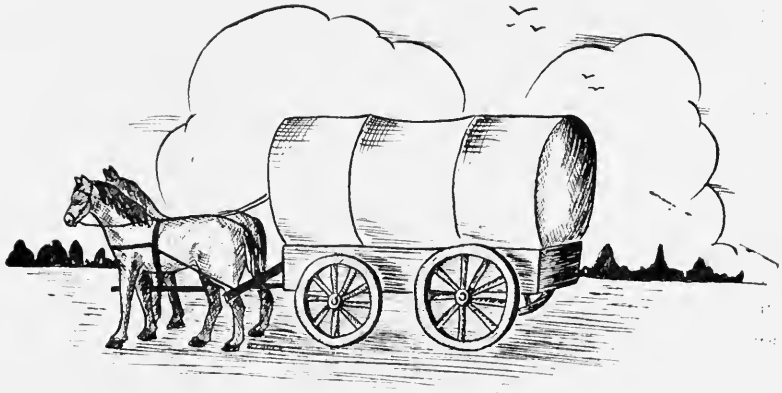
Fun at the "Meetin' Place"



A pioneer play night recalling memories of covered wagon days

THE FRONTIERS of America may have vanished, and Buffalo Bill may live only in a history book, but these facts do not stop us from using a pioneer setting for a community evening of fun. Whole families trekked west in pioneer days to find new lands and new homes, so naturally this pioneer play party must include fathers and mothers and boys and girls too.

These suggestions may be used, of course, for a private party of almost any size; they also seem especially well suited to an anniversary celebration of the founding of a community. Even as "just a party," the pioneer play night will provide great entertainment for both children and adults, particularly if all must come in costume, for everyone enjoys "dressing up."

Invitations could well be covered wagons — prairie schooners — cut out of brown wrapping paper and bearing this verse:

All the town is invited to come out and play
As pioneers did in an earlier day.
Wear pioneer costumes for pioneer sport;
Have an evening of fun of the jolliest sort!
Time:
Date:
Place:

As an alternative, the invitation might be sent on an original map showing the location of the place where the party is to be held. The prosaic junction of Main and Broad Streets might bear the adventurous label "Dead Man's Curve." Other community landmarks may be similarly disguised. The recreation hall, of course, is the "Meetin' Place."

If it is impossible to send out individual invitations, these suggestions are adaptable for use as posters or newspaper announcements.

Decorations

The pioneer theme offers endless possibilities for decoration. Bales of hay may be placed beside the entrance to the hall. To add to the atmosphere, real ponies or cows might be tied outside. Wagon wheels may serve as wall decorations in the hall, along with old time lanterns, harnesses, bridles, saddles, and such equipment. Buffalo robes, coyote and other skins are also appropriate if available.

Shocks of corn and bundles of grain may be stacked in the corners of the room, and from the ceiling a beneficent artificial moon may shine down on the guests. Add a camp setting with an artificial campfire for a striking effect. Other ideas for decorations are: autumn leaves, pumpkins, ears of yellow and red corn, bittersweet, red peppers, and other things appropriate for a fall party.

As an extra pioneer note chairs should be replaced by wooden stools, benches, and boxes, barrels and kegs of various kinds.

Pioneer Relics

An exhibit of pioneer relics would provide an unusual attraction. Many people in the community have all sorts of authentic relics stored away —heirlooms, antiques, curiosities, tintypes, paintings, costumes. They will be glad to lend these things, especially if the exhibit is in charge of a responsible group which will keep the articles under careful watch. A detailed plan for such an exhibit is found in *A Pioneer Reunion,* a bulletin available on request from the National Recreation Association.

The Party Begins

Guests may arrive by the wagon load—literally speaking, because a hay rack or wagon, filled with hay, might stop at specified places throughout the

community to gather up guests. Since this is a "social gatherin' " it may be amusing to frisk the men at the door for any firearms. At this party, of course, Indians and pioneer men and women mingle freely, along with gold miners and prospectors, Indian scouts and frontiersmen. The women might dress in gaily colored calico dresses with tight waists and long skirts and wear shawls, bonnets, and aprons. The men might wear overalls, broadbrimmed hats, flowing ties and moustaches, bandannas, coonskin caps.

Each guest should be tagged as he enters with a brightly colored piece of wool. Four different colors may be used and they should be distributed as evenly as possible among those present. A novel idea might be to have the colored yarn threaded on large darning needles. The person in charge of tagging the guests might stitch a length of yarn to the sleeve of each guest, cut the yarn and tie the loose ends. Then there is no possibility of losing this identification tag.

For those "pioneers" who want to start right in on the games, these contests might be provided:

Twenty candles are fastened on a large board and lighted. Each contestant, standing two feet from the candles, tries to blow them all out at one puff.

Guessing contests always arouse interest. The number of toothpicks stuck in a potato, the number of kernels on an ear of corn, the number of seeds in a pumpkin, are all appropriate subjects for mental testing. As another contest, a large pail or wooden box might contain shelled corn. Each player guesses the number of kernels he thinks he can pick up in a handful; this guess is recorded. The player then takes a handful and makes a count.

The winners of these events may be awarded prizes, if desired—polished red apples, popcorn, licorice, horehound drops, spices and herbs, geranium plants.

Community singing is a good way to start the party. Turn off the lights, leaving only candle light or the glow of the old-fashioned lanterns. The song leader, carefully chosen beforehand, may be accompanied by a fiddle, banjo, accordion, or mouth organ. The songs which should be sung are such old favorites as "Yankee Doodle," "Oh, Susanna," "Seeing Nellie Home," "Just a Song at Twilight," "Old Black Joe," "O Dem Golden Slippers," "Clementine," and many others.

The Grand March

Everyone participates in the grand march. Women and girls gather on one side of the room in a long line, men and boys on the other side, all facing the same direction. The leading couple starts the procession to an old time tune. The grand march may turn into a veritable "follow the leader" under skillful head couples. Guests march past a judges' stand, and judges pick out particularly outstanding costumes.

Games

Hiding the Hoe. Inform the guests that a hoe has been hidden somewhere in the room in full view, but in not too conspicuous a place. At a given signal, all search for the hoe. As each person sees it he goes to the center of the room and starts to sing any song he likes. Many different songs sung at the same time will produce a small riot and provide plenty of laughter, getting the party off to a fine start.

Back to Back. To music, guests are instructed to march about the party hall in any direction. At a given signal each one must find a partner and stand back to back with him or her. Generally at such a party there are more women than men or vice versa, so some will not find partners. These unfortunate individuals are penalized; the leader ties a length of yarn about the wrist of each one without a partner and the game continues. Those who collect three or more "bracelets" by the end of the contest must entertain the crowd through group song, drama, or dance.

Friendly Competition

The "pioneers" now discover the meaning of the pieces of yarn which were sewn on their sleeves at the door. Each color represents a pioneer settlement — perhaps "Dead Man's Gulch," "Split Rock Crossing," "Cow's Horn Creek," and "Gold Nugget Pass." These groups, assembled in corners of the room, compete against one another the remainder of the evening. The party leader keeps individual team scores for each contest, adding them together after the games for the total team scores.

The number of people from each settlement taking part in each of the contests and relays which follow will depend on the size of the party. All of the relays are single file relays in which

the players in each team line up one behind the other; the teams stand in parallel files behind a starting line. Usually there should be no more than six or eight on a team. Therefore, prior to the competitive games, a pioneer leader is selected for each group. His primary function is to make sure that all of the party guests have an opportunity to participate. He should make certain that the same adults and children do not take part in every game. The pioneer leaders send out members of their teams to represent the settlements in all of the games which follow.

And now, on with the competitive games!

Corn Shelling Contest. A stool and a gunny sack filled with ears of corn are placed at the head of each of the lines representing the four settlements. At a signal the first individual in each line runs up to the stool, sits down, shells an ear of corn (putting the kernels in a container), and returns to his place, touching off the next person in line. The winning team is the one whose last player finishes first.

Candle Lighting Relay. A tin can is placed twenty feet in front of the head of each line (now composed of new settlement representatives). The first player of each team is supplied with a candle and a box of matches. At the starting signal these players light their candles, walk around the goals and back, handing the lighted candles to the next ones in line who repeat the process. If a candle goes out, the player must stop where he is and relight it before he is allowed to continue. The team finishing first is the winner.

Spinning and Weaving. The players of each team stand three feet apart, all facing in one direction. The head player of each column is given a ball of string. At the starting signal he holds the loose end, winds the string once around his body, and hands the ball on. After the last player has wined the string around himself, he rewinds it on he ball and passes the ball back up the line, reversing the original procedure. The first team with an intact ball of string is the winner.

Barrel Hoop Relay. This relay is conducted similarly to the Spinning and Weaving Relay. Each team receives a barrel hoop. On the signal the first player of each team steps through the hoop and passes it on to the next player. This continues down the line and up to the head player again. The last person in each line, of course, must step through the hoop twice.

The Family Takes a Walk. Each settlement sends out a "family" to take part in this relay — a "father," a "mother," and as many "children" as are agreed upon. They all line up in separate files in that order. The first player of each team, the "father," starts walking as fast as he can up to and around a designated goal, which may be a wooden keg. He returns to the starting line, takes the "mother's" hand, and both of them walk around the goal. They return to the starting line and one of the "children" joins them, linking hands with the mother. The trip to the goal and back continues until the whole family is walking. As the line increases the first players have to take only a few steps in each direction and swing their lines around in order to pick up the rest of the family.

Potato Carry. Each team receives a potato. The first player in line puts the potato on the top of his foot. At the signal the head players shuffle forward, round the goal, and return to place. (If the potato falls off a player's foot he must replace it before continuing.) The second ones in line then follow the same procedure, and so on until everyone has had an opportunity to carry the potato.

Corn Picking. Eight ears of corn are placed two or more feet apart on marked chalk spots on the floor in front of each team. The first player of each team is given a gunny sack. At the signal he runs out and picks up in turn each ear of corn in front of his line, placing it in the sack. He returns and gives the sack to the next person in line, who replaces the ears of corn in their correct positions on the floor. The second player then gives the sack to the third person, who picks up the corn as did the first player. This procedure is followed until each member of the team has played.

Wind Storm. Standing behind a starting line, one contestant representing each team receives a small, downy feather. At the starting signal his task is to blow the feather to a designated goal. The point earned by the winner goes to the settlement he represents.

Cantankerous Cattle. Contestants are told that they are to bring the cows home from pasture. The first player in each line is given a stick and an empty tin can—the cow. On the signal the players drive the cows (rolling the tin cans with the sticks) up to the designated goal, around it and back again. The second ones in line repeat the

process and so on. The first team home with its cow, every member of the team having had an opportunity to play, is the winner.

Spelling Bee. Members of two settlements range themselves on one side of the room. Members of the other two teams stand facing them on the opposite side of the room. Distribute to the players of each of the two resulting teams sets of alphabet cards (each set printed in a different color) on shirt cardboard or similar cards. Each player may hold one card. The leader, standing at the back of the room, calls a word — "horse," for instance. Immediately the members of each team who have the letters "h," "o," "r," "s," and "e" run to the head of the room, stand in line in the proper order, holding up their cards so that word is spelled correctly. The side finishing first scores a point.

When the players return to their teams after spelling a word, they hand their cards to team members holding no letters. This makes for greater participation.

It is wise to prepare a set of words beforehand in order to avoid duplicating letters. The following words may be used: horse, shawl, wagon, corn, pony, cabin, game, bridle, folk-dance, mustang, music, party, musket, scout, relics, antiques, costume, banjo, contests, bachelor.

Each of the four settlements receives the score of the team to which its members belong in this game.

Pioneer "Dramer"

History Lives Again. Each team may be given suggestions for dramatization, or the members may choose their own typical incident of pioneer life to portray. As each group presents a scene of pioneer life, the other teams try to guess what the incident is. A box of properties may be provided. Some incidents easily dramatized are: "Shooting of Dan McGrew," a quilting party, a husking bee, the Pony Express.

If more formal entertainment is desired, the following suggestions are appropriate:

Brides of Yester-Year. Pageant of wedding gowns and dresses worn by women of the community. (A bulletin, *Brides of Yester-Year,* is available on request from the National Recreation Association. This bulletin describes the staging of such a pageant in detail.)

Tableau Scenes. Depict through tableaux pioneer scenes and incidents in which characters pose as photographs within a large picture frame or album. There might be dialogue, music, or verse descriptive of the scene or character shown.

Village Talent. Various ones at the party might participate in an informal program consisting of musical numbers, readings, recitations, skits, tableaux, and dances. Stage properties and scenery would depend on the setting desired. It might be a log cabin, trading post, Indian camp, campfire scene.

Folk Dances and Singing Games

Dances play an important role in this pioneer party. There are many possibilities: Arkansas Traveler, Captain Jinks, Money Musk, Reuben and Rachel, Four in a Boat, Jolly Miller, Bingo, Skip to My Lou, Paw-Paw Patch, and countless others.

Oh Susanna is a lively dance and an easy one to learn. The words and music may be found in any standard song book. The action given below is that used in the prairie country and the Far West.

Formation: In couples, standing in a large circle, facing in, gentlemen to left of partners.

Words:

(1) I came to Alabama wid
(2) My banjo on my knee,
(3) I'm g'wan to Lou'siana,
(4) My true love for to see.
(5) It rain'd all night de day I left,
(6) De weather it was dry,
(7) De sun so hot I froze to death,
(8) Susanna, don't you cry.

(Chorus)

(9) Oh, Susanna, oh, don't you cry for me,
I'm g'wan to Lou'siana wid
My banjo on my knee.
(10) Repeat chorus.

Action:

(1) Men skip four steps toward center.
(2) Men move back four steps to place.
(3) Ladies skip four steps toward center.
(4) Ladies move back four steps to place.
(5-6) Men repeat above action.
(7-8) Ladies repeat action.
(9) Grand right and left. (All men face right, ladies left, each taking partner's right hand. Alternate right and left around circle through chorus.)
(10) At the beginning of the second chorus, accept person at hand as new partner. Couples promenade counterclockwise, gentlemen on the inside. On last word of second chorus face center and repeat all.

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The Ann Arbor Civic Orchestra

The development of the Ann Arbor Civic Orchestra since its organization a few years ago is convincing testimony to the value of music to a community

By PHILIP O. POTTS

THE ANN ARBOR, Michigan, Civic Orchestra started originally in the Ann Arbor Methodist Church with a membership of some six or eight players and an obvious shortage of string instruments. The personnel increased rather rapidly, however, attracting many members from the city at large. Requests for the orchestra's services also gradually came from many sources outside the church so that the organization soon became an all-city music project, and the name "Community Orchestra" was adopted. The Department of Recreation of the Ann Arbor Public Schools has been of assistance during this whole period, and for about five years the orchestra has functioned as an activity of that department under the name of the "Civic Orchestra."

Membership the past several years has been held to a limit of forty players. This is a size fairly well approaching full symphony instrumentation and about the maximum limit possible to accommodate in most school and community auditoriums.

The basic theory and purpose of the orchestra, present in the plan of all its activities from the start, have been twofold: (1) to provide a high caliber playing ensemble for musical recreation and training to all interested musicians, and (2) to make available musical programs of merit to other community groups and projects on a non-profit basis. The measure of success in the aims is evidenced by the large number of members who continue year after year and in the waiting list of new members, as well as by the varied requests for the orchestra's services which usually fills its season's calendar a year ahead.

The orchestra functions under no subsidy or income other than its recognition as an adult extension unit of the Ann Arbor school system and the privilege it has, because of this, of using certain music and equipment of the high school. There is no cash remuneration to either director or players, and the organization flourishes and functions through the loyalty and enthusiasm of those forming its membership, assisted by the interest of groups whom it serves. Under this plan complimentary concerts have been given in the majority of communities within a radius of some forty miles, in addition to frequent Ann Arbor appearances.

Any resident of Ann Arbor or nearby communities who can reasonably well qualify in faithfulness and musical proficiency, is eligible to membership. The roster, besides attracting various teachers and semi-professionals in music, includes many whose daily occupation is something entirely else. Represented in it are stenographers, salesmen, machinists, professors, school teachers, radio technicians, students, architects, housewives, and clerks.

William R. Champion, who is in charge of all instrumental music instruction in the public schools, has been director of the orchestra for the past five years. The major part of the orchestra's musical progress and proficiency during that time is due to the time and talent which he has generously given in no small amount toward that end. Philip Potts acts as manager and Charles Staubach as concertmaster.

The organization takes considerable pride in having taken a leading part in several community ventures that from apparent merit and attraction now bid fair to be established institutions.

The experiences of Ann Arbor and of a number of other communities in developing their orchestras have been recorded by A. D. Zanzig in an inexpensive booklet entitled "Starting and Maintaining a Community Orchestra." This booklet may be secured from the National Recreation Association for thirty-five cents.

Special Events

The annual Civic Music Night, in which all of the

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Dogs as a Source of Recreation

Have we explored sufficiently the possibilities which dogs and other pets offer as a peculiarly satisfying source of recreation? Have we given enough thought to what might be done through the medium of dog training to enrich the recreational life of the individual?

IT IS ESTIMATED that in this country there are approximately ten million of "man's best friend" — the dog. Dogs have, from time immemorial been the companions and special pets of children, and the importance of dogs and other pets as a source of recreation has been evidenced many times by the pet shows and so-called "mutt" shows held on the playgrounds of cities throughout the country, which are proving so effective a means of increasing the interest of the children in animals, their knowledge of their characteristics, and their appreciation of the necessity for good care and kind treatment of pets.

The proper training of dogs is not only a humane responsibility from the standpoint of kindness to animals, but such training would go far to make them a greater source of recreation, companionship, and protection. Much might very beneficially be done by recreation departments to train leaders so that they will be equipped to help juvenile and adult dog lovers to train their dogs in such a way that they will derive even deeper satisfaction from their relationship with them.

Courses in dog training are not unknown, and the importance of such training has received recognition by educational authorities. In February and March, 1940, a course in the care and training of dogs was offered by the University Extension Division of the Massachusetts Department of Education. The course covered eight meetings with lectures and demonstrations.

"The training of the dog is one of the most interesting phases of his care, the lure possibly growing out of the fact that it is never done. There is always something more, it seems, that we can teach the dog; something more, invariably, that he wants to learn. In fact the dog's willingness to learn not only makes him an apt pupil but it makes the process of his education extremely interesting. No sooner is one accomplishment perfected than back he comes and asks with ears cocked for the veriest fraction of a sound, 'What now!' . . . Here lies the secret of all training: Let it be a game that you yourself enjoy and straightway the dog will enjoy it with you. . . . Make a rollicking game of it, a form of play, and you will find yourself playing like a boy absorbed, and the dog responding cheerfully to your every wish." — *Josephine Z. Rine.*

"To own a dog or not to own a dog—that is a question seldom deliberated on for a period longer than the twinkling of an eye. Almost everywhere we go nowadays we see dogs, all colors, all sizes, all kinds, and before we know it, one of them has decided to own us!"—*Josephine Z. Rine* in *A Dog's Life*—from *Puppyhood to Old Age.*

Courtesy of Hans Tossuti, Medford, Massachusetts

Your Son—All American "1946"

By J. Russell Coffey
Fellow
Center for Safety Education
New York University

For a long time coaches and physical directors have been concerned about the desirability of young boys playing football. The opinions of leading men in the field seem to be fairly evenly divided on the subject. The high school coaches are for the most part in favor of junior football because they see the need for early training in fundamentals in order that they may have better teams. College coaches are indifferent to the problem except when they have sons about old enough to play the game. A few health and physical education leaders place the minimum age for beginning football at fifteen or about the sophomore year in school. All agree that if a boy does not play on an organized team in the junior high school he is quite likely to go in for sand lot football which safety experts consider dangerous.

There is great need for an adaptation of football or some other game that will interest boys to an extent that they will be willing to delay playing regulation football for a few years. Speedball, soccer, touch football, six-man football, and other modern fall games do not seem to meet the demand. Baseball has had an appeal to many coaches for a fall sport because so many games are rained out in the spring, especially in the northern states. If some bright coach could work out a good game to fit the needs of the boys during this period, he would become famous over night.

The junior high school age is a reckless period, and it is during this stage that a boy should be under the direction of a first class physical director who should be able to provide some version of football to fit the needs of the boy. Observers report that the six-man adaptation of regular football is becoming increasingly popular; however, many feel it is not exactly what we want for young boys because the game is too fast and strenuous.

Physical directors are not sure that a junior high school boy should play football, and only time, tests, and experience will give the correct answer. Most fathers want their sons to play and are willing to give written permission provided the boy is given good equipment. Schools that provide for a good physical examination have little trouble getting parents to consent to participation.

If your young son is to play football, he should participate with boys of his own size and weight. He should be taught by an experienced coach who knows how to play the game in a reasonably safe manner. The current practice in most cities is to hire an "All Something" for head coach. He must be "All American," "All State," or "All Conference," according to the size of your city. In most schools the junior high boys are taught by anyone who is willing to assume the position of coach. The latest trend is away from this foolish procedure. The places where junior high school football has been played with a minimum of injuries are where experienced coaches have been in charge.

In spite of the poor coaching our young boys have received in the past, this weakness will soon be eliminated. Men who have undertaken the development of light weight teams are enthusiastic about the fun they have had working out plays and formations. The junior age is the time when boys are willing to be taught. They will do what they are told and the teacher has the respect of his group.

If your boy is to play football under the best possible conditions he must, in Mr. Coffey's opinion, have good equipment and a good field on which to play, an understanding physical education instructor and teachers who will place his health and educational needs first in any plan of daily activities. He should play the game with boys of his own size and weight, interschool competition should be delayed until he is in high school, and sand lot play should be avoided as dangerous.

Have the Best Equipment Available

If you are a high school athletic director, you should furnish these young players with the best equipment you can get. Do not hand down a lot of old, worn shoulder pads and shoes available because your own team has been given new equipment. The danger of accident is too great when the equipment is too large or partially worn out. The handing down of old worn-out shoes to young boys is one practice that contributes to many accidents. Did you ever hear of the

owners of a famous race horse removing his shoes at the end of the season and placing them on a young two-year old for his first training? Things horse trainers would not do to a horse, coaches should not do to youth.

If your school is football-minded, try to buy the best the manufacturer offers. You should make careful measurements of your boys. Be sure to get shoes that fit. The average junior high team will need two full sets of headgears. The weight of the headgears should be considerably lighter, but the general construction should be just as good as that of the varsity models.

If your son is to play football without injury, he is entitled to the best in training, equipment, and coaching. The question of finance is worthy of considerable consideration, and while we all want to be economical in our purchases, sometimes we save too much in the beginning only to lose in the final analysis. The average broken arm costs around fifty dollars for physician's services, and that amount of money would buy ten pairs of shoes for your team. Worn cleats and loose shoes cause falls, and falls cause broken bones. A hard bump on the head will mean three days under a doctor's observation, and the saving from this, if it could be avoided, would mean a full set of first quality headgears for your backfield. If you go through the entire list of accidents and their causes, you will find that most of them could be avoided, and that the economic gain from those avoided will be considerable.

Sporting goods representatives are of the opinion that the manufacturers would like to discontinue making cheap equipment designed for direct sale to sand lot football players. They know that this type of equipment offers but a minimum of protection. Football as a game has a lot to contribute to the youth of America, but the very nature of the sport requires the maximum and not the minimum of protection.

The high school athletic director sometimes insists that the coach have his boys wear out a lot of old equipment. If this is your situation, insist that it be sent back to the factory for complete rebuilding. A few stitches here and there and the addition of new elastic or rubber pads may be the factor that will aid in the reduction of injuries. The fullback who is wearing that old worn headgear and is playing on the second team may be your first team boy by the end of the week. Do not forget the experience of one Western Conference coach who used his fourth string fullback for his most important game. Coaches for the most part will agree that if a boy is good enough to be on the squad he is entitled to every consideration that a first team member receives.

There are many cities where the school authorities frown on junior football. If this is the case in your city, your boy will pester you for a headgear and shoulder pads. If you are a generous father, you may also wish to buy him a cheap pair of pants. Then the boy, with all the drive of a future All American, goes out to play sand lot football. Right here lies the danger because, as most physical directors know, sand lot football is often a mighty rough version of the real game we see played on the smooth velvet green in our large stadiums. Do not be fooled when the boy explains that he is only going to participate in a pass and tap session! Touch football often ends up in plenty of blocking and tackling when played without supervision on vacant lots.

All of the boys now enrolled in our junior high schools are potential All American material. These boys are interested in everything published about football. They attend games whenever it is possible to do so and their knowledge of the game is, in many instances, uncanny. Coaches should treat these boys as the coming stars of the football world, and in the full realization that all youth should have an equal chance give every boy an opportunity to make the college player of tomorrow.

"It was found in the combined high school and college studies that thirty-one per cent of football accidents can be eliminated or materially reduced by adequate leadership, equipment and facilities, while the remaining sixty-nine per cent was due to the present nature of the game.

"Inadequate leadership, facilities, and equipment in high schools accounted for fifty per cent of the football accidents, while in colleges only twenty-two per cent was due to these types of causes. Those injuries classified as due to the nature of the game incurred the remaining fifty per cent of the injuries in high school, and the remaining seventy-eight per cent in college. This comparison indicates a need for better leadership, facilities and equipment in the high schools, and either better rules or more strict enforcement of the present rules in college."—From *Safety in Athletics—The Treatment and Prevention of Athletic Injuries,* by Frank S. Lloyd, Ph.D., George G. Deaver, M.D., and Floyd R. Eastwood, Ph.D.

Children's Choruses in Chicago

Children's singing classes have been promoted for years by Chicago's Civic Music Association

Chicago Daily News Photo

As soon as Christmas week with all its festivities was over, the children's choruses sponsored by the Civic Music Association of Chicago began preparing for their outstanding event of the year — the annual May festival held in Orchestra Hall on Sunday afternoon, May 5th. This festival is an annual concert given during the season, and it is presented to show what has been done in the music classes during the year.

One of the first activities organized by the Association, which was founded in June, 1913, was its children's singing classes, designed to encourage the understanding, appreciation, and study of the art of music and to promote the development of musical talent. For twenty-seven years the Association has provided free of charge unusual musical privileges to children and young students with little or no opportunity to participate in good music. It is maintained entirely by funds contributed by public-spirited citizens and music lovers.

Through these weekly singing classes the Association seeks to extend musical culture into the remote neighborhoods of the city and to make music a part of the community life. Twelve children's choruses are maintained in field houses of the small parks, in orphanages, and in settlements and schools. Free lessons are given each week by a staff of specially selected teachers who are highly trained in the understanding of child nature and psychology. Over a thousand children receive instruction each week. In addition to learning to appreciate good music and to participate in it, they are also being taught the fundamentals of good fellowship and cooperation. By encouraging this participation in musical activities, the Civic Music Association is helping to build a city of intelligent music lovers who will later support symphony orchestras and other musical activities. The headquarters of the Association are at 637 Fine Arts Building, 410 South Michigan Avenue, Chicago. Miss Werra Schuette is the executive secretary.

Twelve children's choruses are maintained by the Civic Music Association in field houses of the small parks of Chicago, in orphanages, and in settlements and schools. More than a thousand children are taught each week and there is a demand for more classes.

The National Recreation Association has issued printed and mimeographed material on choral and instrumental music. We shall be glad to send you a list of these publications.

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

GEOLOGY of the Presidential Range, Richard P. Goldthwait. Academy of Science, Hanover, New Hampshire. 43 pp. 40 cents. This treatise is fundamental for the most profitable recreation trips in New Hampshire's Mountains.

The School Nature League, American Museum of Natural History, New York City, has published about sixty leaflets on nature study. They sell at five cents each.

Vacation Time in Denmark. Since 1853, country children have been going to the city and city children to the farms. This is carried out under the direction of school teachers.

Adventures in Biology, New York Association of Biology Teachers, 102 pp. 50 cents per copy. Grover Cleveland High School, Queens. Two hundred and sixty-five successful projects.

Camera trips to photograph nature is a service offered in some national parks under ranger naturalist leadership.

State Park Naturalist is now listed among the Civil Service examinations in the State of Illinois.

An Insect "zoo" of crop pests was featured at the recent New York State Fair held at Syracuse.

The Indiana Conservation Department now employs eleven state park naturalists.

The Rock Book, Carroll Lane Fenton and Mildred Adams Fenton. Doubleday, Doran, 357 pp. $6.00. Expensive, but you can understand it.

Little Jungle Village, Jo Besse Waldeck. Viking Press, 176 pp. $2.00. Two young Indian pioneers in a South American jungle.

Pleasure with Plants, L. R. Tehon, Natural History Survey, Urbana, Illinois. Free. Information on helpful material.

Great Wings and Small, Bird stories of our day, compiled by Frances E. Clarke. Macmillan Company, 332 pp. $2.50. Stories written by master naturalists including Mark Twain's *Blue-Jay Yarn.*

Your Career in Agriculture, Homer P. Andersen. E. P. Dutton. $2.00. Written by one who has experienced it.

Becomes a great-grandmother in two months. This is average for the housefly. The swift mobilization of nature news for this column indicates how important nature recreation is becoming. The growth is phenomenal. If the times have taught us to get the most valuable for the least cost, we are the winners.

Our Forests, David Cushman Coyle. National Home Library Foundation, 150 pp. 25 cents. Hits the nail on the head.

Yellowstone National Park, Historical and Descriptive (Revised Edition) by H. M. Chittenden. Stanford University Press, 286 pp. $2.00. A classic on national parks.

1940 Yearbook, Park and Recreation Progress, National Park Service. Has many naturalist contributors. 35 cents.

Lake of the Ozarks Recreational Demonstration Area, Missouri. Robert Lee Jordan has been employed as park naturalist.

Turkey Run State Park, Indiana. Mary Henderson is the new museum director.

An Interstate Park Nature Training Institute will be held at Meramec State Park, Missouri, next May. Have you planned one for your district?

Starved Rock State Park, Illinois, Dr. Donald T. Ries, Park Naturalist, had an attendance of over two thousand persons at the annual special week-end nature program.

A state meeting of all nature committees is being planned for this fall by Paul C. Taff, Iowa State College, and V. W. Flickinger of the State Conservation Commission.

Nature tours of Michigan State Parks for this coming winter, are being

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"Sometimes beside the trail there is a birch with a dark band showing where some traveler had stripped off white outer bark. The one who did this is a lover of the wilds—not because he wanted the bark, but because he came here. Yet all hikers of this wilderness path from now on must see the ugly mutilation he has caused in the otherwise perfect forest. Could he not have enjoyed the beauty of his surroundings and left the forest as others have left it for him?" — From *American Forests.*

Their Own Nature Walk Leaders

A "Pupil-Leadership" course is making it possible for the school children of Washington to provide their own leadership for popular nature walks

Approximately ten thousand children of the Washington public schools have become familiar with the natural phenomena of the National Capital Parks System during the past spring semester as a result of a "Pupil-Leadership" course recently inaugurated by Donald Edward McHenry, National Capital Parks Naturalist.

For the past four years Mr. McHenry has personally conducted a number of nature walks in the local parks for these school children, about three thousand of whom were reached during each season. Believing that a greater number of children should benefit from these experiences, and hoping to develop future leadership for appreciation of the out of doors, Mr. McHenry hit upon a new procedure in junior nature study.

In cooperation with local school authorities eight to ten "apt" pupils were selected from the sixth grade of ten public schools. A similar number of promising pupils were also chosen from the fifth grades of the same schools to serve as assistant leaders. When these sixth grade leaders pass on to Junior High School, there to become the nucleus for nature study or field biology groups, their places will be filled by the assistant leaders of the fifth grades.

These student leaders are put through an intensive course of nature study and tutoring in the art of guiding nature walk parties. With a teacher-counselor selected for her interest in this work, the boys and girls, armed with notebooks, meet the park naturalist in the park area nearest their school. The first meeting is concerned with a general introduction to the natural history of the region. Trees, flowers, birds and rocks, each come in for their share of attention. During the intervening week the pupil-leaders, under the supervision of their teacher-counselor, organize their

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Courtesy Park Service Bulletin, Washington, D. C.

Norristown's "N" Club

This account of a club which serves both school and community is based on material provided by Leroy Lewis, "N" Club sponsor and supervisor of Norristown's summer playgrounds.

The "N" Club was organized in 1930 by the athletes of the Norristown, Pennsylvania, Senior High School for the purpose of building up interest in sports among the students. The charter members were eighteen varsity and scrub letter winners in various high school sports. The objectives having been set, the Club met regularly during club period every two weeks during the school year.

The first season was ragged—as in most beginning organizations—but the boys worked toward their goal. They inaugurated inter-class basketball and inter-class track events in an effort to bring more students into active participation in sports.

Immediately before graduation, coaches, teachers, and several key students selected the outstanding athletes in various sports—football, basketball, baseball, track, cross-country, tennis, and swimming—and presented them with inexpensive statuettes. The outstanding girl athletes in basketball, swimming, and tennis also received statuettes. In the last assembly program of the school year, graduating varsity letter winners in the Club received small gold "N" charms, and scrub letter winners in the Club were given silver "N" charms. Although only Club members may receive charms, practically all high school letter men are in the Club.

During 1931 and 1932 the same principles were followed. In these years the membership grew to about forty boys, all varsity and scrub letter winners. As the Club grew, the athletic interest of the school increased and the foundation of the organization became stronger.

Making Rules

A total of a half dozen rules are sufficient for the government of the Club. The first ones relate to membership. Any letter winner — varsity or junior varsity—is eligible. No boy is asked to join — he does so of his own accord. He must, however, join the semester after he receives his letter or not at all. This clause prevents boys from jumping from one club to another in order to have a long list of organizations in the senior year book, although they have given no real help to any club. The only organization which is permitted to take a boy from the "N" Club is the Student Council which governs student policies. During the semester in Council the boy becomes an honorary "N" Club member. The students may confer two honorary memberships during the year. Many citizens have been given the "N" Club charm as honorary members for their interest in the Club and the service they have given to it.

The next rule covers elections. The members elect their own president, vice-president, secretary, and two treasurers. No one can hold more than one office during his membership; this gives many the opportunity to assume responsibility and leadership.

The last by-law concerns finances. Each member must pay his ten cents in dues every two weeks. The records are audited annually and a copy of the report is sent to the main office and to each member.

Activities Increase

From 1933 to 1935 the membership mounted to seventy boys. The Club sponsored inter-class touch football, soccer, and softball in addition to basketball and track. The student body contained 600 boys, and of these 350 participated in some athletic activity. Numerals were awarded to inter-class winners.

The Club started and maintained athletic interest in grade schools and junior high schools. The players from senior high school teams coached the grade school teams as competition in basketball, track, and baseball was inaugurated. A circulating trophy was presented to the winning school; the winning players received jerseys with school letters on them. The "N" Club sponsored athletic events in the junior high schools and presented trophies in championship matches.

Branching out from athletics, the organization began to take an interest in other projects. The members arranged to send gifts to sick or injured students, faculty members, and employees of the

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Photo by Detroit News

Centers for Hobbies

The hobby centers of the Detroit Recreation Department are places where folks can come together to share their experiences and ideas

By
VIOLA ARMSTRONG

ARE YOU A WOULD-BE ARTIST who hasn't anyone to sketch with? Do you like ceramics or pottery, but no longer indulge because it's no fun to sit and model alone?

Have you studied Spanish or French or other languages in school or learned to speak them with the natives in their own country? Now that you've acquired a love for the language, are you forgetting it because none of your friends speak or care to speak it? If only you knew someone to converse with occasionally you'd enjoy it, wouldn't you?

Or maybe you love folk dancing because the colorful costumes, music and steps give you an insight into the culture and background of a people, but your friends think it's for children, at least not for intelligent grownups!

Perhaps you always wanted to act but never had an opportunity. Now your family is grown up, but they might think mother or dad quite mad if they knew the many things you've longed to do but never had time for. And here's life passing you by! Why not try acting if you love it? Age is no hindrance. What does it matter whether you're sixty or sixteen?

Tap dancing? Why, the family would think you were in your second childhood, wouldn't they? They don't know that you've always secretly longed to wiggle your feet to tap rhythm! Somehow the family would never understand—grown-up men, women, fathers, uncles, aunts, yes, even grandfathers and grandmothers, tap dancing! Who said it was the younger generation who were losing their balance? But the family is wrong, because we're really all learning to keep our balance when we do what we want to do most!

Maybe you're lonely and need a new interest to challenge you, or perhaps your husband works nights or goes to his club. If only you could find a place where you could do something interesting—not because it is sensible or necessary, but for the sheer joy of doing things you've always wanted to do with people who want to do them too!

Here in Detroit there are people just like you really doing things they like, and what's more, they are having fun and making friends at the same time.

The Answer Is a Hobby Center

No great formality! No complex organization! No regimentation! No one pays (except twenty-five cents for a membership card), and no one gets paid except for a few WPA workers and recreation employees who do it as part of a complete job.

Our hobby center is a place in the city where folks can come together and share ideas, experiences, and life; where the person who has learned something worth while in art, music, photography, fencing, or needlework can find others with whom to share this knowledge and, in turn, learn something new and interesting.

Our volunteer teachers all have this spirit of sharing. We do not want teachers on our staff who do not awaken in the morning with the eager thought, "Today is hobby center day," and feel truly happy about it. That is the only type of person, whether faculty or group member, who has a place in this fascinating, cooperative experience. We are careful that this is explained to

hobbyists who volunteer to lead groups, and we can honestly say that our teachers have seemed to get as much fun and recreation through giving as the group members have through receiving.

Location of the Centers

There are three hobby centers operating in Detroit with a fourth about to open soon. One is centrally located downtown at Central Methodist Church House. The entire six floors of this splendidly equipped building have been turned over to the Detroit Department of Recreation one day each week, with no strings attached. We serve supper at cost so that anyone who wishes may come at two o'clock and stay until ten. Husbands may join wives, friends can each indulge in individual hobbies and meet at nine o'clock for social or Early American dancing. It is well to note that Central Methodist Church offered us their building one day each week as a public contribution. The hobby center idea was the outgrowth of necessity. We had no workers to staff it—not more than two or three WPA workers, since it was November and everyone had already been assigned to the recreation centers. And then came the idea to bring together experienced hobbyists and those who needed and longed to acquire one. It is encouraging to discover how many fine, unselfish and talented people are to be found in any city. Their talents and generosity are lying dormant and only need to be aroused.

The second center is on the west side at the St. Matthias Episcopal Church, which is smaller and has only three floors. But every facility possible is made available to us and every inch of space is used, although it doesn't even begin to be adequate.

The east side center is at the Jefferson Avenue Presbyterian Church. This is a beautifully equipped building and although it is not in a congested section we are trying to bring the people to the building, since we cannot take the building to the people.

For Our Friends from Other Lands

Our fourth center, to be opened this fall, will be associated with the International Center of the Y.W.C.A. Here we hope to have a place where those gifted people who have come from other countries to make their homes in our democratic nation may show their appreciation a little by sharing some of the finest of European arts and culture with those who are now their friends, neighbors and fellow citizens.

And there will be a real thrill in learning Swiss woodcarving from a native of Switzerland, in conversing in French with a real Parisian or in Spanish with the daughter of the Cuban Consul (who has already become inspired with the idea and offered her services). There one will be able to receive instruction in petit point from a French woman, in pottery from a Czech, in leatherwork from an Italian, embroidery from a Hungarian, and it will be possible to exchange information on hobbies of all kinds from many countries.

A Cooperative Venture

And all this is being done at practically no expense to our city for, as we said before, it is a cooperative venture in which everyone shares the cost. The church furnishes heat and light as well as the building; the Recreation Department organizes and conducts every detail of the program, furnishing along with the WPA any necessary leadership that cannot be found through volunteers. Through the cooperation of the Welfare Department we are able to share in the cleaning of the building, washing dishes, and serving supper. The NYA contributes workers for our check room, elevator operators, clerical workers, and registrars. The twenty-five cent registration fee for membership cards pays for the cards and leaves a balance for office supplies.

Meeting Human Needs

Understanding companionship is one of our greatest needs today. When one finds a common interest, social and racial barriers disappear, and disappear they must if America is to be a united nation. Finding interests in common is the quickest road to companionship — and companionship leads to friendship. Your own friends may answer many of your needs for companionship and yet may leave much that is not satisfied. Common interests build safe foundations for real friendship. So let's find those interests!

The attendance last season at the Detroit hobby centers totaled between 1200 and 1500 people, according to Viola Armstrong, who is in charge of the program. Miss Armstrong is Senior Recreation Instructor of the Recreation Department of Detroit.

The value which lies in such interests was illustrated at one of the hobby centers where sitting together happily and companionably were a little clerk in one of our largest cut-rate drug stores and a person-

nel manager from an exclusive department store. They were modeling clay and loving it as they laughed and chatted together. Meeting under other circumstances these two might never have discovered their mutual interest.

And when we speak of a cooperative experience we mean just that. It was really inspiring to have the hobby editor of one of our largest newspapers offer to lead a group if we would promise that the fact would get no publicity. He was doing it for the sake of sharing and did not want it generally known. An executive from another well-known paper offered to teach a group in public speaking. The advertising manager of one of our exclusive stores volunteered to take a motion picture group.

One night a newspaper photographer, coming to our central hobby center to take news pictures, nearly dropped his camera in amazement when he found the official photographer of a rival paper in the leather class which he was about to photograph. He made great sport of it, offering to give the used bulbs to his co-worker as a souvenir and threatening to put his picture on the front page! Much good-natured fun followed.

One girl who comes down for her "day off" cares for an invalid mother constantly. She has become so interested in ceramics and has accomplished so much that she can now make pottery at home while watching her mother and has found a market for many of her pieces. Thus she not only keeps her own and her mother's interest aroused and stimulated, but receives some much needed aid as well.

Another girl who comes for sketching, though happily married with a home and fine husband, is having a desperate mental struggle. She comes to us trying to find an interest so absorbing that she may forget herself. Hospitals and specialists have done all they can for her. The rest she must do herself and we are trying to help.

For others it is mother's day out — from two o'clock to ten—with no supper to prepare. Husband may join wife for supper and in the evening they will enjoy separate or mutual hobbies. Business people who have little opportunity for social companionship with one another during working hours find it here while fencing, dancing, or eating together.

Hobbies Multiply

In the future we expect to add many new hobbies to the following list which was in effect last year: arts and crafts, dressmaking, tailoring, millinery, crocheting and knitting, leather tooling, ceramics and pottery, jewelry making, wood carving, charcoal sketching, oil painting, water colors, China painting, antiques, social dancing (ballroom), Early American dancing, tap dancing, folk dancing, Rhumba, Tango, hiking, dramatics, chess, contract bridge, home problems, fly casting, photography, motion pictures, radio, fencing, stamp collecting, French, choral singing, music appreciation, traditional games, personal charm, public speaking, book group, home nursing, gymnastics.

New hobbies which may be added this fall are countryside group, metal work, puppetry, cooking of all countries, piano, journalism, short story telling, Swiss woodcarving, Hungarian, Italian, French, and Swiss needlework.

In an article entitled "From Garage to Craft Center" which appeared in the November issue of *The Girl Scout Leader,* Marie Bond tells how the Girl Scouts of Madison, Wisconsin, secured their craft center. After long search it was decided to use the corner of an immense garage and storage room. The place found, the girls immediately went to work.

"Armed with brushes, brooms, and some whitewash we pounced upon this corner, which is an area of around 25′ x 30′ within a larger area 85′ x 90′. The room was well lighted, heated with overhead heating pipes, and had toilet facilities, water, and electricity. We had very little in equipment — namely, one hammer, a few used nails, several coping saws minus blades, a few half-filled cans of paint, and a bottle of shellac. So we sat down and made up a list of the necessities, such as tables, cupboards, and seats. Since it was September when all this was being started, we asked the Park Board to lend us tables and benches, which it most graciously did, installing them, all freshly painted a nice dark green. We gathered together a number of nail kegs, which various troops later on made into beautiful and comfortable seats by covering and upholstering them. One troop collected, painted and set up some twenty-odd orange crates for cupboards; another troop made curtains, painting and tinting pine cones for tie-backs, and so it went on and on.

"A newspaper gave us a nice story which brought a sewing machine from the Singer Company and many other useful articles. A local agency built us a coat rack and a quaint table with two benches. Some woolen floor covering was

(Continued on page 504)

World at Play

South Pasadena's New Center

South Pasadena, California, has a new center occupying a square block of some two and a half acres which contains the following facilities, all of them night-lighted: an $85,000 swimming pool and combination bathhouse and community building; two hard surfaced tennis courts and a hard surfaced multiple-use panel containing four badminton courts; a combination basketball and volleyball court; three shuffleboards; and a small sized turfed softball field. The bathhouse and community building contains five good sized rooms available for general recreational purposes. At the present time these rooms are used for clay modeling and sculpturing, general handicrafts, social recreation, a junior museum and nature center, and a general meeting room. Ample storage space is provided.

Fire House Becomes Hobby House

An abandoned fire station in Waterworks Park, Detroit, will soon be turned into a hobby center at which any citizen can make anything he desires if he furnishes the materials. The unused stone station will be known as the Sylvia Allen Hobby Center and will be altered to accommodate hobbyists. Work benches and light lathes for model construction will eventually replace emergency sliding poles and circular staircases.

A Children's Museum in Ann Arbor

There are few locked cages or glassed-in bowls at the Children's Museum in Ann Arbor, Michigan, where an old schoolhouse is in the process of becoming a permanent museum for youngsters. Many of the children have brought their own specimens to the exhibition room where on Monday and Wednesday afternoons they can inspect the donated animals and often handle harmless snakes or turtles. The steadily growing population of the museum already includes a crayfish, turtles, gartersnakes, insects, porcupine, kingsnake, cornsnake, white mice and snails. Mounted birds and photographs of wild life have been placed on tables and along the walls. Other plans for the future include hobby clubs for the children and a pioneer cabin project in the rear.

A "Girls' State" in Illinois

More than 200 girls from Illinois met at MacMurray College in June for the first Illinois Girls' State, patterned after the five-year-old Boys' State. For one week the girls were citizens of a mythical state in which they held all city, county, and state offices. These self-governing citizens faced problems of the practical operation of government and took a lesson in the responsibilities and duties of citizens in a democracy. The Boys' and Girls' States are sponsored by the American Legion and its Auxiliary in an effort to teach citizenship through leisure.

Naming New Animals in New York's Zoo

The Department of Parks in New York City has devised a novel plan for interesting young citizens in the Zoo animals. Through "animal-naming contests" children will select appropriate names for new arrivals, a black leopard, two sea lions, a yak, antelope, pair of red deer, lion cubs, tiger cub and monkeys. Proposed names will reveal the animals' habits, actions, attitudes, color, physical appearance, or place of origin. Signs bearing the winning names and names of winners will be placed on the cages.

Bicycle Pilgrimage in Reading, Pa.

A bicycle ride and a painless history lesson are provided by the Recreation Department of Reading, Pennsylvania, in its historical bicycle pilgrimages. A recent trip to the Daniel Boone homestead in Exeter township included seven hours of riding, swimming, eating, and lecture-absorbing. At the Boone birthplace, the group of boys and girls stopped to see the homestead and rested in a shady grove while they heard the life story of the Berks-born Kentucky pioneer.

Park Area Increased in Oklahoma City

Oklahoma City, Oklahoma, has expanded its physical facilities 350 per cent over what they were ten years ago, according to the annual report for 1939. The city's population has increased seventeen per cent in the past ten years and the use of public areas or parks more

than 100 per cent. The Park Department spent $206,679 for maintenance and program in 1930. During 1939 the expenditure was $161,001, or twenty-two per cent less than the amount expended ten years ago. The great need is for increased funds which will make it possible for the Department to expand its program to meet growing needs.

Wider Use of Recreational Demonstration Areas—The year 1939 showed a substantial increased use of recreational demonstration areas in the eastern region. A total of 190,136 seasonal permit camper days can be compared with 104,323 in 1938. Short-term camper days totaled 48,347 against 31,913. Totals of all camper days were 238,483 for 1939, and 136,236 for 1938. The number of visitors recorded at the areas in 1939 was 832,143.

A New Recreation Association in Canada—As a result of a conference attended by delegates from Moose Jaw, Regina, and Saskatoon, a Provincial Recreation Association was organized. It will be the purpose of the association to create public interest in organized recreation and the value of parks; to foster and maintain high standards in recreation; to obtain the assistance of superior governments in financing recreation; to encourage study and research in recreation; and to publish and disseminate information concerning the activities of the organization.

Cedar Rapids Garden Club—Eighteen hundred and sixty-three children are enrolled in the garden club program conducted by the Playground and Recreation Commission of Cedar Rapids, Iowa. Over fifteen hundred have home gardens, and garden areas are provided at nine locations for boys and girls who do not have gardens at home. Thirty members of the club exhibited flowers at the gladiola show last year. In appreciation of their efforts the club presented two dozen gladiola bulbs to each of the exhibitors. Through a cooperative arrangement between the State Conservation Commission and the Recreation Commission a naturalist has been employed at Palisades State Park, and nature classes will be conducted on the playgrounds two days a week.

A "Baby Park" for Chicago—Residents in a large block in the Irving Park District, Chicago, for many years have been depositing rubbish in a small triangular-shaped lot located within the block and bounded by alleys. Then someone saw the possibilities of this section of land edged with huge old willow trees, and accordingly the grove was cleared—to be used as a "baby park." The Recreation Committee of the Irving Park Community Council intends to equip the little park with sand boxes, benches, and other facilities so that young children will have a place to play away from traffic hazards and busy streets.

Study Leisure Needs—The group work division of the Los Angeles Council of Social Agencies will soon undertake a study of the leisure time needs of that city's young men and women between the ages of eighteen and thirty-five. The study will have two aims: first, to determine, by a study of social information about unmarried

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young adults, where in Los Angeles are the greatest needs for recreational activities; and second, to give basic program recommendations and suggestions to existing social agencies in Los Angeles.

A Quiet Games Club — Senior members of the Strykers Lane Community Center of New York City are organizing a Quiet Games Club for members who prefer a session of checkers, Chinese checkers, backgammon, bridge, pinochle, or chess. Guest experts will give pointers if requested on the finer points of the games and the Club will be open to anyone interested in the "quiet" sports.

Kansas City "Y" Sponsors Supervised Dances —Boys and girls in Kansas City can dance every Thursday evening at the Y.W.C.A. for ten cents each. Members of the Leisure-Time Committee have set up a few rules which they enforce at the 8:00-11:00 P. M. dancing parties. Those who attend must be over sixteen, must conduct themselves properly, and are not allowed to smoke in the building. Dancing instruction is given from 8:00-9:00. This attempt at dry-night-clubbing has proved popular with both young people and their parents and the weekly dances will be included in the weekly program of the Y this fall.

Horseback Riding — Oak Park, Illinois, has been added to the list of cities developing horseback riding through their municipal recreation departments. All five playgrounds, according to the 1939 report, are conducting classes in horseback riding, special rates having been secured through arrangements with a number of stables. Enrollment for the year was well over 200. The Playground Board feels that in horseback riding it has a new activity which provides zestful recreation to older boys and girls. Some of the young riders have made their own outfits and insignias at Andersen Playground where seventy were enrolled. A club was organized under the name "Andersen Troopers." The children showed such remarkable progress that twenty-two selected were by the director of Greentree Stables to enter the fall horse show. Several parties and outings were held, and a wiener roast ended the season.

Recreation Facilities Improved — A $75,000 bond issue has been passed in Peru, Illinois, for remodeling the township high school community center. The building, after remodeling, will contain two gymnasiums. A partition will be used in the varsity gymnasium to provide space for boys and girls, while the other gymnasium will be used exclusively for physical education.

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Centers for Hobbies

(Continued from page 501)

bartered for two linoleum rugs. By October 18, 1939, we were ready for our Open House. . . . By December our equipment cupboard had taken on

quite a professional air. Our pride and joy is a brand new jig-saw with an electric motor. We hope to install a loom or two this fall.

"For instructors and helpers we have art students from the University and the Vocational School, besides various persons with craft hobbies which they are glad to pass on to our girls. Our rent is covered by our local council, and the girls pay for materials, so expenses are small."

Recreation and Better Human Relations

(Continued from page 466)

the sun would return. Our Christmas Day is the beginning of a fortnight of joy and recreation with which we defy the threat of the evil trolls of ice and snow.

As we descend into the darkness of international conflict and civilization seems to enter upon an eclipse, we should remember the good customs of our ancestors and play harder than ever. Let us play in camp when the soldiers come in from their manoeuvres. Let the children play who are left at home. Let juvenile delinquence not increase as it did in the World War, because play was neglected. Let us learn the value of play in courtship and in marriage, the play of father and mother with sons and daughters, for play is the way to wholeness, yes and even to holiness. For we know that unless we become as little children, whose life is play, we shall never enter the kingdom.

An Experiment in Community Recreation

(Continued from page 482)

The advantages are felt most in those neighborhoods wherein strong and prosperous civic associations exist. Unfortunately, poorer, more congested areas seldom have strong community organizations. Therefore, no one comes forward with the necessary leadership for group enjoyment of available facilities.

Indeed, it is just here that the program has bogged down a bit in all districts. While adult groups have been quick to respond for their own activities, few have supplied adult leaders for children's day-time play groups. Parents need a bit of prodding here. Many of those interviewed in districts not producing a leader, indicated that the deposit had stood in the way. Others felt that they had not known about the plan in time to arrange for a leader during the present season but intended to have one for next year.

In its discussion of the pros and cons of this new plan for local play groups, the *Baltimore Evening Sun* recently pointed out this very weakness in the set-up offers an opportunity and a challenge to the entire city. Strong civic groups need not limit their activity to one neighborhood, this paper reminded its readers. One such group could accept responsibility for the deposit and the leadership of groups in less favored districts.

One unexpected result has been heartening and deserves mention. That is that even in districts

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Does Your Community Measure Up?

● Much interest was shown at the National Recreation Congress at Cleveland in the subject of standards for municipal recreation leadership, facilities, activities, and services, and there was general recognition of the need for a measuring rod to help communities determine how far they are furnishing well-rounded recreation opportunities to their citizens.

The National Recreation Association announces the revision of its *Schedule for the Appraisal of Community Recreation*, which has been widely used. The Schedule may be secured for 50 cents. A scoring sheet is included with each schedule. Anyone desiring an additional set of these sheets may secure it for five cents.

NATIONAL RECREATION ASSOCIATION

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where playgrounds have not been used, criticism of school administrators for restricting the use of public property maintained at taxpayers' expense has been effectively silenced.

Hobbytown

(Continued from page 486)

balsa wood ships and printers' apprentices set up the *Times* and settlement bulletins in the print shop.

Late in August, when the summer-city was about to be closed and the Settlement resumed its fall schedule, factories closed their doors, the bank called in all work vouchers and issued "milk bucks" to be spent at the gala Mardi Gras all-day festival. Citizens paid their bills and profits were distributed at a final meeting of the board of directors.

Doors opened at one o'clock on August 22, and Hobbytown children and their parents celebrated their municipal holiday with dance carnivals, track meets, swimming party, badminton tournament, and fun fests. But for many of the neighborhood children the high spot of the Carnival was the prize presentation for the Better Neighborhood contest sponsored by the Irene Kaufmann Settlement.

Many of the young gardeners in the contest had only old packing boxes or tin cans in which to plant tiny alley gardens. To hundreds of narrow courtyards behind dilapidated houses they carted soil from other sections of Pittsburgh and planted their flowers and trees. More than a thousand children found in the competition an opportunity to bring beauty to their homes and often-dingy surroundings. Fifteen prize winners had in addition beautiful American flags to fly from the windows of their homes.

Now that the summer-city is closed, settlement workers hope to continue the Hobbytown program into September and some are visualizing a year-round leisure-time community in the five-story Irene Kaufmann House where the young citizens of Pittsburgh are earning and learning to live.

Their Own Nature Walk Leaders

(Continued from page 497)

field notes and add such new material as can be secured from references suggested by the park naturalist.

At the second meeting, in addition to reviewing the material in the field, each pupil-leader is assigned to a definite route through the area, and each is drilled in the significant features along his own particular route. At the next meeting each pupil-leader is required to conduct his fellow pupil-leaders over his assigned trail, leading them in a confident and interesting manner without the aid of notes.

Groups of from five to eight children from the third grade of their school are organized for the fourth field excursions, each group being assigned a number corresponding to that given the various pupil-leaders. The third grade is selected to start the nature walks because these children are old enough to understand what the trip is about and young enough to look up to a sixth grade leader. This is the last time the park naturalist is present. He does not enter into the program but merely observes how things are going.

Immediately after the walk, he calls a council of the pupil-leaders and makes suggestions for improvement based upon his observation. On all subsequent trips, during which the remaining children of the school take part, the pupil-leaders are left to their own resources.

The results have been so surprising that Mr. McHenry intends to expand the work next school year. It is proposed to supplement this outdoor

work by school assembly talks on local natural history subjects illustrated by Kodachrome pictures.

The success of the project is all the more amazing when it is considered that these leaders have been selected from children most of whom are under twelve years of age.

Norristown's "N" Club

(Continued from page 498)

school. They began contributing to summer playgrounds for the purchase of handcraft material. The sphere of activity had widened until children from six to fourteen years of age were included in games, recreation, competition, and handcraft.

The "N" Club in 1940

The membership at present totals over ninety boys; one in every nine boys in the high school belongs to the "N" Club, and most of the athletes of the school are members. Active participation in sports is fostered, as when the Club was organized, by grade school and inter-class junior and senior high school athletic events. During ten years, however, the primary objective has altered greatly. The goals have changed, but the real change has been in the high school athletes themselves. The members of the "N" Club feel the responsibility of leadership in every school activity. They have put themselves into every phase of school life. "N" Club members are to be found in the Student Council, National Honor Society, school plays, musical organizations, art societies, vocational societies, as well as among class officers.

Since 1930 the Club has earned over $4,000. The group contributed $100 toward an organ in the new high school and $100 toward two score boards in the gym; they expect to give $50 toward a new school dental clinic. Money is raised in the following ways: an annual barn dance each October; sale of football program cards; basketball games followed by dances; and sale of refreshments at the spring track meet.

This Club in no way interferes with the varsity athletic government. All varsity athletics are supervised by an Athletic Council which holds monthly meetings.

In 1936, after the "N" Club had functioned successfully for six years, the Girls' Physical Education Coach started the same type of organization for girl athletes. The particulars and results of the girls' venture are much the same as in the boys' "N" Club.

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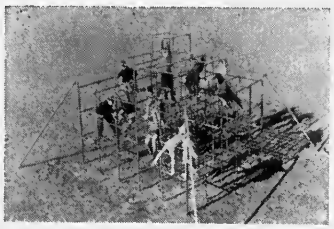

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Fun at the "Meetin' Place"

(Continued from page 490)

Refreshments

Refreshments might be served in tin plates and tin cups from a "prairie schooner" made from an old cart and brown cambric or paper. If the crowd is small enough for a covered dish supper, each family might bring a dish from "grandmother's

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THIRTY-SEVEN YEARS A LEADER IN RECREATION

recipe book." Other suggestions are: baked beans with salt pork, brown bread, corn bread, hard tack, berries, dried beef, pancakes, fried mush and bacon, Indian pudding, gingerbread.

Light refreshments, on the other hand, might consist of apples, cider, doughnuts, or pumpkin pie and coffee.

Storytelling

After the games are over and the winning "pioneer settlement" has been announced on the basis of total scores, some of the guests may want to gather around the "campfire" at one end of the room and listen to stories of early days. The older people in the community might be invited in advance to tell stories of their own experiences and recollections.

"Good Night Ladies!"

A few rousing choruses of the old favorites and "Good Night Ladies" will bring the party to a successful conclusion. Based on what is known of the old songs, dances, and activities, the unanimous opinion of the party guests will be that the pioneers possessed a strong and fine spirit of fun along with their grim determination.

Games for All

THIRTY-FIVE YEARS AGO Frank Peer Beal, for thirty-seven years actively associated with the recreation movement, first played paddle tennis in his backyard in Albion, Michigan. The net was made of chicken wire; discarded tapes from the tennis courts of Albion College were used; and the paddles were made of one inch maple. With this equipment members of the family and their neighbors enjoyed the game.

One day while weeding onions in a market garden Mr. Beal found a twenty dollar gold piece. Four dollars of this lucky find was immediately expended for two ancient and honorable Geneva tennis rackets, and for a time paddle tennis was relegated to the shelf while Mr. Beal played in tennis tournaments in college in this country, in North China where he was in charge of physical education under the government from 1910 to 1912, and later as a postgraduate of Harvard University. Returning to New York City, where places to play tennis were at a premium, he revived paddle tennis at Washington Square in 1921.

Today the game is being played by over a million young people on play streets, school and public playgrounds, indoors and outdoors, in parks, churches, and gymnasiums, and is fast becoming a popular intramural sport at colleges and academies. Nor has the game been limited to America. In England, China, France, and Mexico it has found many enthusiastic players.

The provision of sufficient space for such games as regulation tennis is always a problem for recreation centers, especially in large cities in congested neighborhoods. For this reason paddle tennis is felt to be a particularly good game for a recreation center. The playing area is the same as that devoted to deck tennis, badminton, volleyball and similar games. All of them group games, and the setting aside of one section to include them all enables the recreation worker to achieve the maximum of group activity in a minimum of playing space.

For those individuals and groups not restricted by financial considerations, Platform Paddle Tennis, played on a 20′ by 44′ court requiring special construction, has become a popular sport. This equipment requires an outlay of about $600.

For the benefit of recreation groups wishing to play badminton at recreation centers but unable to pay for rackets and shuttlecocks, an adaptation known as "Padminton" has been devised. A

THANK YOU—SO MUCH!

We enjoyed every minute of our visit with you at your National Convention in Cleveland.

We bought this space in *Recreation* just in order to thank you one and all for the fine reception you gave our equipment at the show, and to tell you that before bat buying time rolls around we'll send you a catalog containing complete descriptions and pictures of the Louisville Slugger models you saw on display. Our golf catalog will also be included. Again, thank you so much!

BASEBALL AND SOFTBALL BATS

HILLERICH & BRADSBY COMPANY, INC., LOUISVILLE, KY.

wooden racket, light and yet durable, has been designed and experimentation is going on with shuttlecocks which will be inexpensive but which will give long service.

Golf is another game which is undergoing adaptation for wider use. As a playground director, Mr. Beal watched children shooting checkers and pop bottle tops at a target or at an opponent's checker. He observed that some of the more ingenious children placed a thumbtack on the bottom of the checker, thus securing an advantage in slide over the opponent's checker. This simple device has been made the basis of a spheroid with a low center of gravity, which will fill the need for an inexpensive substitute and may be used for putting on a smooth surface of wood, cement, or linoleum. A homemade wooden golf putter has been fashioned, and with these two pieces of equipment it is possible for a child to learn the rudiments of the game of golf about which he has heard much but which he could not afford to play.

Experimentation in the development of the spheroid, now known as the "Mini-Golf ball," has resulted in a series of games other than golf built about this ball. Shufl-Off, played with the Mini-Golf ball, brings to the home the international game of shuffleboard, and the ball, sliding as it does instead of rolling, makes possible an interesting indoor croquet game. Thus through constant experimentation new games and adaptations of old ones are being developed which will provide for wide participation on the part of all, regardless of financial status, in the popular modern forms of recreation.

NOTE: The first national paddle tennis indoor championship tournament will be held in February, 1941, in New York City.

"Roll Call"

Stanley W. Krebs, American composer and pianist, has composed a "Roll Call" to be sounded on bugle, cornet or trumpet, organ, piano, gongs, bells, and similar instruments. It may be used to signal a period of silence or to precede the reading of names, unveiling of memorials, planting of memorial trees, and the laying of wreaths on land or water. Though copyrighted by Mr. Krebs, its performance is permitted gratis. Further information may be secured from Mr. Krebs at 531 Eighty-first Street, Brooklyn, New York.

Question: In a field as crowded and demanding as the teaching profession, how can one be sure of success?

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For Rod and Reel Devotees

IN THE CITY of Dayton, Ohio, are some of the most enthusiastic casters in the country. For the past few years this casting fraternity has used a portable platform over a lagoon in Island Park, but because this platform was not large enough to accommodate all those who wished to use it, a new casting pool for Dayton fans is now being built. The specially constructed pool will be 150 feet in diameter and from six to eighteen inches in depth. A five-foot cement walk will make it possible for several hundred devotees to use the pool at the same time. A shelter house containing the necessary facilities is also planned.

In a *Recreation News Letter,* Ella Gardner, Recreation Specialist, Extension Service, United States Department of Agriculture, reports that in several of the camps, especially the conservation camps, casting has become a popular sport. A bamboo pole about nine feet long, complete with line and reel, is the standard equipment. For the sake of safety a canvas bag of sand weighing about four ounces replaces the lead weight. Casting into a bushel basket or whitewashed automobile tire from a line about 100 feet away is an absorbing sport. In one camp an open wood frame about five feet high was placed in front of a tire, and the plug had to go through the opening, which was about two by three feet, and hit in the tire to score. In this camp tying flies and making rods from bamboo poles were popular handcrafts.

The Mayor's office of North Plainfield, New Jersey, in 1939 conducted a fishing contest for children in the Extension Lake at Green Brook Park. The lake was stocked with trout by the State Fish and Game Commission, and children under fourteen were permitted to enter the contest. A somewhat similar contest was held at Pioneer Park, Provo City, Utah, when 400 pounds of fish were used in the stream running by the park. The children brought containers in which to carry home the fish they caught, and more than 1,500 boys and girls participated in the fish "grab" which was followed by a candy shower.

Congress Proceedings

Order from the National Recreation Association your copy of the Proceedings containing reports of the addresses and summaries of the discussion meetings at the Recreation Congress at Cleveland. You will not want to miss this report of an outstanding Congress. Price $1.00.

To Promote Better Understanding

THE INTERNATIONAL Friendship League, Inc., was organized ten years ago for the purpose of promoting better understanding among the school children of the world through personal correspondence. Through the departments of education in eighty-six countries and territories, long lists of names and addresses, ages as well as special interests of boys and girls who are anxious to have "pen" friends in the United States are sent to League headquarters to be distributed through the teachers to school children in this country. Up to this time it has been estimated that several million letters have been exchanged. Foreign letters bring the ever changing fascination of the world's lands and peoples to the school children. Teachers find that the first-hand information that the children receive from personal friends of their own ages is helpful in the studies of geography, history, sociology and other related subjects. Practically all the correspondence is done in the English language because English is being taught in the schools throughout the world. The League estimates that up to the present time five million letters have been exchanged between boys and girls in the six continents. Because of the war a number of countries in Europe are not participating in the plan now. However, the rest of the world is cooperating, and the South American countries are showing particular interest and enthusiasm.

If teachers will write to the League office, 41 Mt. Vernon Street, Boston, enclosing self-addressed stamped envelopes, full material will be sent. Names of teachers in the district who have cooperated with the League in the past will be sent on request. Dr. John Studebaker, Commissioner of Education in the United States, is anxious to see this correspondence plan in as many schools in this country as possible.

A Layman Looks at the Cleveland Congress

(Continued from page 467)

regional conferences which would include members as well as executives.

Yet another fact that makes a deep impression on a back seat observer at a national recreation congress is the fact that recreation leaders believe in recreation enough to devote several hours in a busy week to sheer play. Too often one comes upon those who can work themselves up to a high emotional pitch expounding certain theories, yet never seem to find time to put those ideas into practical action. It's like talking about prayer but never praying; or proclaiming the value of the church but never finding time or money for its support. At a national recreation congress, however, one sees democracy in action through play that leaves very few spectators on the side lines. Nor was it merely for the purpose of shop, though valuable hints were given to those who go back to teach in these fields. It was also, as one speaker emphasized, "just for fun."

One final observation may be in point. There seemed to be an underlying spiritual note present. Not only was the church's place in recreation recognized by devoting one discussion period to that field, but of even greater significance was the fact that speakers and summarizers day after day were sounding without apology and often quite unconsciously deep underlying spiritual truths. This may have been quite the most important contribution of the Congress for it proved that recreation is concerned with the whole man.

The New Book

THE ADMINISTRATION OF PUBLIC RECREATION

is a complete, up-to-date guide to the basic principles and most effective practices in all departments of public recreation administration.

WRITTEN by *George Hjelte*, Superintendent of Recreation for the City of Los Angeles, this book contains a complete discussion of the administrative problems involved in local community recreation, whether conducted under city, county, or public school auspices. It covers all such matters as the organization and financing of municipal or county recreation departments, the acquisition of recreation properties, the coordination of various agencies for recreation work, and the many details of personnel, budgeting, record-keeping, program planning, etc.

$3.00

The Macmillan Company, New York

New McGraw-Hill Books

INTRODUCTION TO COMMUNITY RECREATION

Edited for the National Recreation Association by GEORGE D. BUTLER. 537 pages, 6 x 9. $3.50

Here is a book that fills the need for a comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships. Over thirty colleges and universities have adopted the book for classroom use. Among them are the following representative institutions:

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University of Kentucky
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University of Minnesota
Ohio State University
Pennsylvania State College
University of Pittsburgh
St. Cloud Teachers College
Stanford University
Syracuse University
Texas Wesleyan University

"This volume fills a definite need in the field of recreation, and I am sure it will be widely used among the colleges and universities preparing personnel in this field."

Professor C. L. BROWNELL,
Teachers College, Columbia University.

"This book is everything I expected it to be and more. It is comprehensive and at the same time clean-cut, clear in presentation and well organized. It is admirably adapted for text use. . . . In my opinion it is by far the most outstanding publication covering this general field which has appeared up to the present time."

Professor W. C. BATCHELOR,
Ohio State University.

NATURE RECREATION

By WILLIAM GOULD VINAL, Massachusetts State College. 318 pages, 6 x 9. $3.00

Written to provide an authoritative discussion of leadership in the out-of-doors, this pioneering text presents a readable and eminently practical guide for group leaders. Important chapters are devoted to new nature experiences and new adventures expected by the child leaving the home and the community for camp, and to the techniques of leadership required by the need for the conservation of our natural resources and the challenge of an increased leisure.

Send for copies on approval

McGRAW-HILL BOOK COMPANY, Inc.
330 WEST 42ND STREET NEW YORK, N. Y.

Music-Making in American Life

The Music Educators National Conference, in a stimulating telegram, extends to the recreation movement its cooperation and support

ONE OF THE SUPREME recreational and cultural achievements of our time is the large development of music in the schools almost everywhere in our country. The thousands of high school choruses, orchestras and bands that sing or play daily, with remarkable skill and enthusiasm, music regarded heretofore as only for a specially blessed few are a distinctively American development. No other country in the world has ever attempted anything like so broad or full a provision for fine music-making as a normal phase of free, general education. It is a thrilling and most promising experiment in democratic education.

Yet its greatest and most joy-giving values are to be realized in our homes and communities, in having this music-making integrated in the common life outside of the schools, in civic choruses, orchestras and bands and in the everyday living in our recreation centers and homes. Thanks to the cooperation of school music directors with recreation leaders in a number of cities, there are already inspiring examples of the degree to which these values can be realized. Surely all who heard the Collinwood High School Choir at the National Recreation Congress in Cleveland will agree that there could be no more lovable and inspiring expression of American life than such music-making if it could really be made so by leadership and other necessary conditions out in the communities.

Since in many communities much of that leadership must come from the school music directors themselves, recreation leaders everywhere will be glad to have the following telegram of assurance of cooperation from the national organization of those directors. Mr. Buttelman, who sent the telegram, is well known among music educators throughout the country and he speaks with full authority and influence.

A. D. ZANZIG AND T. E. RIVERS
STATLER HOTEL, CLEVELAND, OHIO

I REGRET VERY MUCH THAT PRESSURE OF WORK HAS MADE IT IMPOSSIBLE FOR ME TO ATTEND THE RECREATION CONGRESS AT CLEVELAND. WHILE MUSIC EDUCATORS NATIONAL CONFERENCE IS WELL REPRESENTED BY VARIOUS PERSONS INCLUDING RUSSELL MORGAN, GLENN GILDERSLEEVE AND OTHERS, I HAD HOPED TO HAVE THIS OPPORTUNITY TO SECURE CLOSER CONTACT WITH THE SPLENDID WORK OF THE NATIONAL RECREATION ASSOCIATION. THE ATTITUDE OF OUR EXECUTIVE COMMITTEE AS ALREADY INDICATED WARRANTS MY STATING THAT YOU CAN COUNT ON

THE MUSIC EDUCATORS NATIONAL CONFERENCE AND ASSOCIATED ORGANIZATIONS FOR COOPERATION AND SUPPORT IN EVERY CONSISTENT WAY.

C. V. BUTTELMAN, *Executive Secretary*
Music Educators National Conference

It's Being Done in Nature Recreation

(Continued from page 496)

planned by Charles F. Welch, State Conservation Department.

Mt. Tom Reservation in the Connecticut Valley, Robert Joyce, naturalist, has just completed its second successful season of a nature recreation program. A new trailside museum will be built before another spring.

Pere Marquette State Park, Illinois, has almost completed a geology trailside museum.

Great Smoky National Park, the wilderness park, was dedicated Labor Day. The fifth in size, it has 1200 kinds of flowering plants, 129 species of native trees, and twenty shrubs that attain the proportions of trees. In the summer months there are free nature-guided walks to outstanding nature areas.

"The objects of the Potomac Appalachian Trail Club are to open, develop, extend, and maintain trails for walkers, mountain climbers, and nature students in wooded and mountainous regions accessible from Washington, D. C., etc." For further details see their Bulletin obtainable from 901 Union Trust Building, Washington, D. C. 15 cents.

Swing Your Partners!

(Continued from page 485)

manual and tie to an able musician. Select a caller and then hold the threat of expulsion over him if he descends to the nasal twang. Take it easy. Grandfather's dances are so active that it is possible at first to overdo.

You'll like the sweep and freedom. You'll be able to employ the margin that the old cavortings allow, not only for individuality but for mistakes. The simple music and the salty idiomatic calls will make rare good listening. The men, grown men, will not be repelled by any pretty-pretty artifices or suspicions of quaintness. And possibly—quite probably—if you bring a little imagination to it, you will meet after a fashion and come to know, with a friendlier sympathy, that folksy, hearty democratic grandfather of yours who, while subduing a continent, created on the side a marvelous pattern for lusty wholesome pleasure.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

American Library Association Bulletin, September 1, 1940
"This Singing Country" by Alan Lomax

The Camping Magazine, October 1940
"Wanted—A Camp Story-Teller" by Alice Mansur
"Day Camping Comes to Town" by Maude L. Dryden
"Plans for a Block House" by John C. Neubauer
"Movie Photography in Camp Promotion" by E. Harold LeMaistre

The Journal of Health and Physical Education,
September 1940
"Folk Dancing Goes Progressive" by Madeline Bechel
"Everyone Jumps Rope" by Helen Fahey

The Journal of Health and Physical Education,
October 1940
"Trends in Athletic Safety" by Ralph A. Piper
"Archery in the Physical Education Program" by Mrs. Myrtle K. Miller
"Tell Your Community About It" by Lewis H. Rohrbaugh and Thomas J. Campbell, Jr. Interpretation and publicity on recreation and allied service programs

Journal of Physical Education, September-October 1940
"Aquatics, a Profession for Young Men" by William Clemenger

Monthly Bulletin: Indiana State Board of Health,
August 1940
"Six-Man Football Safety Suggestions" by Floyd R. Eastwood

Scholastic Coach, October 1940
"Lights for the Six-Man Football Field" by Howard E. Moorman
"Individual Volleyball Skills" by Josephine Burke

School Activities, September 1940
"A High School Social Program" by Viola Eblen

PAMPHLETS

Cleveland's Boystowns edited by workers of the Ohio Writers' Program of the Work Projects Administration
J. Noble Richards, Division of Recreation, City Hall, Cleveland, Ohio

Eternal Heroines
National Council of Catholic Women, 1312 Massachusetts Avenue, N. W., Washington, D. C. Series of radio talks.

The Follow-Up Program of the White House Conference on Children in a Democracy. Supplement to *The Child,* July 1940
U. S. Department of Labor, Children's Bureau, Washington, D. C.

Healthful Living Through the School Day and in Home and Community by Nina B. Lamkin. Healthful Living Series, Bulletin No. 1
The State Department of Public Health, Santa Fe, New Mexico, price $.25

The Prevention of Delinquency and the Rehabilitation of Delinquent Minors
Juvenile Aid Bureau, Police Department, New York City

Quiz

Association of American Railroads, Transportation Building, Washington, D. C. A book containing more than four hundred questions and answers about railroads and railroading

Safety Bulletin

T. Earl Tilley, Safety Director, Public Schools, Park Ridge, Illinois

Swimming, Diving, and Water Polo Rules

Amateur Athletic Union of United States, 233 Broadway, New York City, price $.15

Youth, Defense, and the National Welfare

The American Youth Commission of the American Council on Education, 744 Jackson Place, Washington, D. C.

ANNUAL REPORTS

Board of Playground Directors, Oakland, Cal.; Playground and Recreation Board, Decatur, Ill.; Department of Parks and Recreation, Borough of Chambersburg, Pa.; Department of Agriculture and Conservation, Office of Forests and Parks, Providence, R. I.

China's Ancient Shadow Plays in a Modern Setting

(Continued from page 480)

space they learned to move and dance with their respective animals, thus projecting the rhythmic movement of their own bodies into their characters. Then they worked in pairs, giving each one an opportunity to discover the special actions of which their animals were capable. The tiger snarled and growled at the heron, who stood calmly by and twisted his long neck; the rooster pecked at the cat, who crouched down into a corner, and the Mother Elephant stamped her foot while she tried to quiet her irrepressible offspring. By this time the children had discovered how to make their figures walk, turn around, wag their tails, and accomplish all of the most necessary movements and were ready for the next step, rehearsing the play on the shadow screen.

They had ample opportunity to practice before an audience, for any afternoon that Miss Yuen placed the screen on a table in front of a sunny window, which gave satisfactory illumination, there was immediately an eager young audience ready to be entertained, and following the rehearsal the cast of aspiring manipulators was doubled or trebled. Before the summer was over the group had given three performances in the beautiful Recreation Building on Treasure Island and one for the Chinese community in Chinatown.

These are not the first shadow plays that have been produced by the San Francisco Recreation Department, one of Miss Proctor's groups having made some two years ago similar to the Javanese type of figure. Other playgrounds are now working on "Elephant Gay" and other plays with Chinese style shadow figures.

Thus, while our changing world is trying to separate the Old and the New China into different categories and to place walls of thought between them, we find not only the insuperable wisdom of her ancient sages but also the simple pattern of her folk arts rising up to guide us in our modern search for new ways to attain a fuller and richer expression of beauty and experience in living.

Exhibits at the Recreation Congress

One of the important features of the Cleveland Recreation Congress was the exhibits, both commercial and educational. The attractiveness of the displays, the courtesy and helpfulness of the exhibitors, and the interest of the delegates in the exhibits shown combined to make this section of the 1940 Congress outstanding in the history of Recreation Congresses.

The Ann Arbor Civic Orchestra

(Continued from page 491)

city's music groups come together and present jointly an evening's musical entertainment, was instigated by the orchestra four years ago. The first program included only the orchestra and two choruses, but in the last one some ten groups participated in addition to representatives of various church choirs who took part in massed choral numbers.

In another annual program, "An Evening of Ballet," the orchestra combines with the Sylvia Studio of the Dance in a ballet concert. With the full forty piece orchestra in the pit and about a hundred participants in stage acts, the colorful program of music and dance has an audience appeal not equalled by any local offering throughout the year.

The Civic Orchestra also took a leading part in the fostering and authorization of Ann Arbor's Music Shell, completed only within the past year. In the summer of 1939 weekly concerts interspersed with pageants, plays, and playground activities were given in the shell under the administration of the city's Department of Recreation and the Park Department. The orchestra presented five of these concerts, and some of its personnel assisted in others.

New Publications in the Leisure Time Field

The Weekend Companion

By Mary Breen and Arthur Lawson. George W. Stewart, New York. $2.50.

THERE CAN BE NO dull week ends if this very companionable book is at hand! It is not a party book full of directions for games and activities, though some games are included. It doesn't tell you what to do and when to do it, but it does offer for your enjoyment poems and stories and songs when you are in the right mood for them. Some of the material is familiar, much of it is inaccessible, and a great deal is new. Then there are recipes for refreshments you may never have tried—all designed for the week end when you want something to do but don't want to spend too much time in the kitchen. You'll enjoy this book alone, with one other person to share it with you, or in a small or large group.

The Fun Encyclopedia

By E. O. Harbin. Cokesbury Press, Nashville, Tennessee. $2.75.

ENTERTAINMENT FOR GROUPS of all ages from eight to eighty, with over 2,000 good-time suggestions, will be found in this book of 1,000 pages. Games of all types, party plans, fun out of doors, and children's play make up the contents of this very comprehensive volume on social recreation. The many drawings, charts, and diagrams which have been introduced show how games are played, how materials and equipment are made, and how playing fields are laid out. Complete indices, both topical and alphabetical, make it possible to find source material readily and speedily.

Games of Low Organization

By Garson Herman. Available from author, 1555 Unionport Road, Bronx, New York. $.50 plus .10 postage.

THERE ARE A LARGE number of games of low organization and some novelty relays in this mimeographed 52-page bulletin compiled by Garson Herman. He has given not only directions for playing the games but hints for leadership.

Pottery—Its Craftsmanship and Its Appreciation

By Edmund deForest Curtis. Harper and Brothers, New York. $2.00.

THIS BOOK IS DESIGNED both for the serious student of ceramics, interested in historical trends and artistic merit and appreciation, and the craftsman eager to perfect methods, formulas, and techniques. The book discusses the different kinds of clay and methods of preparation for various purposes, and gives the latest techniques for working with clay either as a hobby or professionally. There are formulas for making various glazes and complete instructions for making earthenware, stoneware, porcelain, and other types of clay products.

Modern Skating

By Frederic Lewis. The Reilly and Lee Company, Chicago. $1.25.

MR. LEWIS, former amateur figure skating champion of the United States, gives us in this little book a simplified method for learning the techniques of plain ice skating, figure, and speed skating. Fundamentals are included. To make his explanations more meaningful, Mr. Lewis has included more than fifty photographic illustrations.

Enjoy Leisure Time

New York Reference Service, 67 West 68th Street, New York. $.20.

THIS IS A GUIDE to inexpensive and free published information on more than sixty spare-time activities and contains a listing of material on hobbies of various kinds which do not cost more than 50 cents. The subjects on which source material is given cover a wide range from making things with beads to building model railways. The New York Reference Service also offers a personalized service, available on a subscription basis, of individual monthly or semi-monthly reports and spot bulletins, keeping each subscriber posted on new developments, new books, current magazine articles, and pamphlets in his own particular field of interest.

Practical Wood-Carving Projects

By Enid Bell. Harper and Brothers, New York. $2.00.

AFTER DISCUSSING the essentials of equipment and their care, kinds of woods and their best uses, and the elements of suitable design, the author sets the hobbyist to work on actual projects, giving detailed directions on how to do them as he proceeds. The articles described range from simple, inexpensive salad spoon and fork to radio cabinets. Twenty-two specific projects are described step by step.

More Indoor and Community Games

By Sid G. Hedges. Chemical Publishing Company, 148 Lafayette Street, New York. $1.50.

THE AUTHOR OF *Indoor and Community Games* here describes nearly 400 more games under the following classifications: Ice Breaker and Partnering Games; Moving-About Games; Boisterous Games; Spectator Games; Brain-Test Games; Musical Games; Sitting-Still Games; Team Games; Pencil and Paper Games; Surprise and Mystery Games; Strength and Agility Games; Race Games; Forfeits.

The Book of Modern Puzzles

By Gerald Lynton Kaufman. Simon and Schuster, New York. $2.00.

MAGIC AND MYSTERY have been Mr. Kaufman's hobby for years, and they are reflected in his book which contains word puzzles of all sizes and shapes, design and

pattern problems, card puzzles, "Jabberwocky" brain teasers, and three dimensional and muscular problems. An additional section tests the reader's ability to apply general knowledge to peculiar situations, and to unscramble complex relationships. The fact that Mr. Kaufman is an architect explains the clearness and excellence of the diagrams which are used profusely throughout the book.

The Man Who Gave Us Christmas.

By Winifred Kirkland. The Womans Press, New York. $.50.

"Stories as beautiful as that of Christmas," says the author, "do not just happen—they have a source; they come from somewhere and from someone." Miss Kirkland in her booklet ascribes the Christmas story to Luke, the wayside doctor who found and preserved the birth story, and it is of Luke and the part he plays in the life of Christ that she writes with sympathy and understanding.

Model Airplane Contests — An Air Youth Guide with Official Rules.

Published for Air Youth of America. D. Appleton-Century Company, New York. $1.25.

Here is an exceedingly practical book giving complete information on how to plan and conduct all types of model airplane contests ranging from informal games and demonstrations for young novices to formal contests for experienced flyers conducted under national rules. The cost of running contests, the selection of the site, officials and their duties, contest equipment and materials for both indoor and outdoor flying contests, novelty contests and demonstrations, and rules governing formal contests are all discussed. In assembling this data the Air Youth of America has made a splendid contribution to air-minded youth and their leaders.

How to Design Greeting Cards.

By Elizabeth and Curtiss Sprague. Bridgman Publishers, Pelham, New York. $1.00.

The authors have given us a very complete treatise on the subject of the designing of greeting cards, and the result is a delightfully illustrated primer in the rudiments of design, composition, lettering, and arrangement.

Betcha Can't Do It!

By Alexander Van Rensselaer. D. Appleton-Century Company, New York. $1.50.

More than a hundred stunts and practical jokes are to be found in this book. They are chiefly of two kinds—those that require agility and a sense of balance, and those that are based on deception. Only common articles found in any home are needed for equipment. There are stunts with coins, brooms, cord and rope, paper, chairs, bottles and corks, handkerchiefs, match boxes and cards, and there are miscellaneous stunts and dinner stunts—all of them lots of fun!

The Administration of Public Recreation.

By George Hjelte. The Macmillan Company, New York. $3.00.

This is a book for administrators of public recreation and, as Mr. Hjelte himself points out, it is limited to the consideration of administration from the standpoint of departmental problems. It is also designed to serve as a textbook on the administration of public recreation for use in the professional preparation of recreation workers and executives.

Mr. Hjelte has treated his subject matter in three main hearings: Administrative Organization and Relationships of Recreation; Administration of a Recreation Department; and Related Problems of Recreation Administration. Particularly in the discussion of subjects dealing with the internal organization of a recreation department—questions of accounting and financial procedures, budget making, reports and records, maintenance and construction—is there most effective evidence of Mr. Hjelte's long experience as an administrator and of his ability to analyze and clarify problems arising in situations involving important administrative matters. The minimum requirements for play space suggested in the chapter on "City Planning for Recreation" are indeed minimum—the majority of American cities have gone far beyond the standards presented, both for playground and total park and recreation areas.

The entire recreation movement will be indebted to Mr. Hjelte for making available in so clear and effective a manner his experience in dealing with all the various factors which directly affect the successful conduct of a recreation department.

Let's Celebrate Christmas.

By Horace J. Gardner. A. S. Barnes and Company, New York. $2.50.

Mr. Gardner has given us in this volume a collection of Christmas material well worth preserving in one's library. There are planned parties, games for young and old, refreshment ideas, decorations, carols and plays, Christmas legends and customs, poetry and stories. With the ideas and information presented here you will never be at a loss for material for Christmas celebrations.

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J. C. WALSH, New York, N. Y.
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JOHN G. WINANT, Concord, N. H.
STANLEY WOODWARD, Washington, D. C.

America Has Need of Us

FOR A TIME we did not seem to matter so much.

We thought perhaps there was too much of everything—even too much of us—too many youth, too many of all ages.

There did not seem to be enough for us all to do. Some ten million of us were unemployed.

Now we are all needed and more.

Tanks must be built and airplanes and bombers and ships and guns and munition factories.

And all this quickly without a day to spare.

Hundreds of thousands of us each year for some time to come must go to camps to be trained as soldiers for defense. We must be able to march long distances, to stand fatigue, to endure hardships. We must be in the best of physical, mental and spiritual condition.

All men and all women in regular civilian life must back up the men in camp, the men in defense industry. We ourselves—all of us—must be in condition to stand hardship, to do our part in case there is need.

So we ask ourselves—how can we keep from being "soft," how may we toughen our fibre, become more sturdy, harder to push aside, how may we gain more endurance, how may we build ourselves up so that we may have greater value for our country?

We turn to physical education leaders, to recreation workers, to educators and ask what shall we do so that we all may become strong and our country may be strong. For we know that defense now is total defense, that the whole population is needed, that no one can be spared.

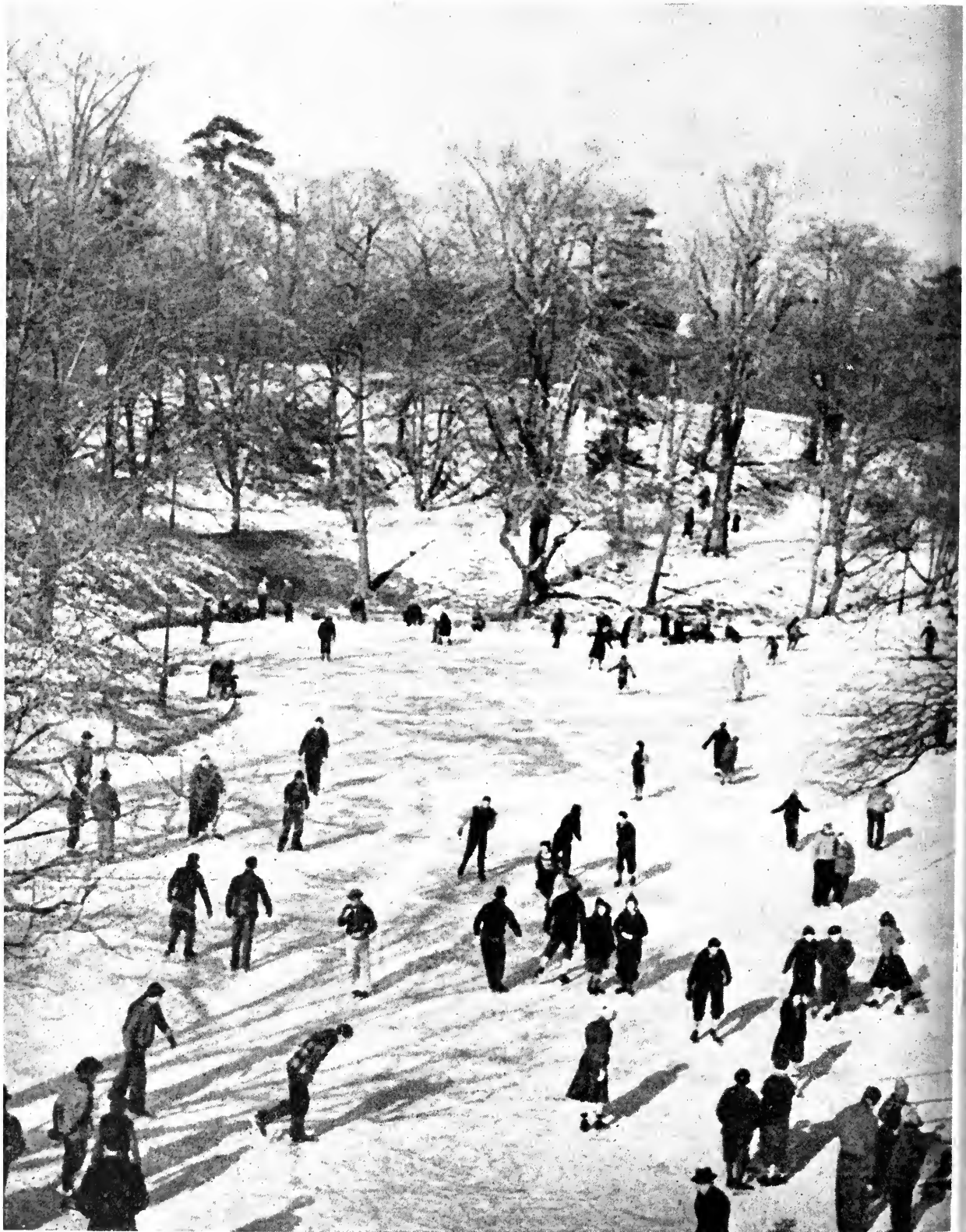
We ask ourselves—shall we go into training, shall we eat simpler food, shall we live more simply, shall we keep more regular hours, shall we pay more attention to our health, shall we have more regular physical examinations, shall we make sure that our recreation gives us adequate exercise, shall those of us who have forgotten how to walk take up tramping again?

Every recreation leader, every physical education leader needs at once to become an expert in advising individuals in how to overcome softness and how to create a citizen body capable of hard and effective citizen service. Men and women, boys and girls all have their part to play.

America has need of us.

Howard Braucher

December



First Place Winner, Senior Division, Amateur Photo Contest, New York City Park Department *Photo by Ben Coopern*

Now That Winter's Here!

Each year winter sports grow in interest and variety. Every winter new ways are discovered to make the out of doors more fascinating. In increasing numbers people who have always spent the winter shivering in the house are finding out what fun it is to be out in the open! If you are fortunate to be where there are ice and snow this season, there'll be no end to the good times winter can offer you!

The Growth of Winter Sports

THE PHENOMENAL GROWTH of winter sports participation is one of the outstanding developments in the field of recreation during he last decade. Once winter recreation was limited argely to indoor activities. Now, however, many who deplored the enforced idleness and indoor ife of "snowbound" communities boast of local vinter sports areas and facilities which developed long with the trend toward outdoor life, skating, kiing, tobogganing, and the other diverse winter ctivities. Winter carnivals are appearing in all ections of the country which have favorable cli- natic conditions.

In 1939, according to the 1939 *Yearbook* published by the National Recreation Association, 301 municipal toboggan slides were recorded in 114 cities. Of these, in 57 communities there was a total participation of 712,897 on 120 slides. In contrast to these figures, the year 1930 showed 89 cities with 221 slides.

In 1939 ice skating areas numbered 2,968 in 427 cities, with a total participation of 16,501,089 on 1,608 areas in 217 communities. In 1930 there were 1,806 ice skating areas in 291 cities.

Last year 64 cities reported 116 ski jumps; the total participation on 65 jumps in 28 cities was 68,728. Nine years ago there were said to be 59 ski jumps in 39 cities.

National parks and forests and winter sports are a natural combination. Those areas providing such facilities are attracting winter sports enthusiasts by the thousands. In 1938 winter sports visits to the national forests exceeded one and a quarter million. Week-end or holiday "snow trains" — even "snow

America's national parks and forests and winter sports are a natural combination

Courtesy U. S. Forest Service

busses" and "snow planes," in some instances—take crowds regularly from metropolitan centers to the snow country.

It has been said that no other outdoor activity offers the variety and appeal of winter sports. A classification of areas prepared by Edward B. Ballard leads one to a fuller appreciation of the scope of winter activities.

Winter sports areas are divided into two major groups—those for intensive and concentrated use and those for extensive use. Each type of area is suitable for a specific group of activities, as shown in the classification:

Intensive Use Areas
- Requiring restricted ice surface are the following:
  - Speed skating
  - Figure skating
  - Recreational skating
  - Ice hockey
  - Ice shuffleboard
  - Ice bicycling
  - Curling
- Requiring a comparatively flat snow surface are such games and races:
  - Ski tilting
  - Ski obstacle racing
  - Skijoring (with humans or horses for pulling)
  - Snowshoe racing
- Requiring snow slopes with special structures:
  - Coasting (where no natural slope is available)
  - Tobogganing
  - Ski jumping
- Requiring snow slopes without structures:
  - Coasting
  - Downhill ski running

Extensive Use Areas
- Requiring a large ice surface:
  - Skate sailing
  - Ice boating
- Requiring large snow-covered areas with flat or rolling terrain:
  - Snow touring
  - Snowshoeing
  - Dog sledding
  - Horse sleighing
- Requiring large snow-covered hilly terrain:
  - Downhill ski running on trails and mountain slopes
  - Bobsledding

With the increased interest in winter sports many cities with limited natural resources find it necessary to provide places for outdoor sports. This they are doing by the construction of skating rinks; the flooding or spraying of tennis courts, playgrounds, and park spaces; the erection of toboggan slides and ski trails and jumps; the blocking of streets for coasting.

In line with this expansion, communities are marshaling all recreational forces to provide facilities for winter use. Areas with different primary functions are being used in the winter to augment winter sports areas. Reservoirs, for example, are being pressed into service as skating areas. Some years ago an abandoned reservoir in Reading, Pennsylvania, was covered with a concrete roof supported by concrete pillars. The top surface was so constructed that it could be used during the winter for ice skating and similar activities and throughout the other seasons for roller skating, tennis, volleyball, and folk dancing. This ice skating rink accommodates many skaters and provides sufficient area for ice carnivals as well.

Multiple Use of Facilities

The procedure mentioned illustrates the principle of multiple use of facilities, a trend which has gained increasing momentum in recent years. By careful planning facilities may be used in all seasons of the year.

A battery of tennis courts, for instance, may become a multiple use area. If these courts are hard surfaced and are provided with portable net posts and a six-inch curb, they are easily put to winter use as ice skating areas. In Newburgh, New York, a hard-surfaced track forty feet wide and one-sixth of a mile in length is flooded for competitive ice skating. (The track is also employed for roller skating and thus is in almost constant use throughout the year.)

Wading pools, which provide space for various games such as volleyball, basketball, and paddle tennis, can be made suitable for skating by partially filling them with water.

Nature, hiking, and bridle trails may become trails for skiers in the winter. Hillside areas in parks and golf courses may be adapted for coasting and simple skiing without interfering with their major use. (See "Golf and Country Clubs for Winter Sports" by Chester C. Conant in RECREATION, February, 1940.)

Even the natural bowl of an outdoor theater has been used as a coasting area. In one city a band shell serves as the take-off point for a small children's slide.

Because of the concentrated use of small areas it is almost essential that many facilities be designed for multiple use.

One of the most important multiple use facilities is the shelter house. The building, provided with toilet facilities, a large recreation room, and

The essentials of a winter use shelter are all incorporated in this skating shelter at Blue Hills—large warming room; food concession; toilet facilities

Courtesy Boston Metropolitan Park System
Photo by F. Ellwood Allen

a small kitchen for the preparation of hot food, serves as a warming house for winter sports devotees yet plays an important part in the seasonal program. Its design, location, and size must be given careful consideration. Boathouses, picnic and camp shelters, and bathhouses can be designed for this multiple use.

Aside from the benefits resulting from effective utilization of space made possible through multiple use, the economic factor is of major significance. Properly designed, the facility simplifies the problems of leadership and reduces maintenance costs as well. Naturally, from the standpoint of construction, one multiple use structure will replace numerous structures designed for specific activities.

The theory of multiple use has a decided influence on traditional architectural design. It is a problem that is taxing the ingenuity of the designer. It has by no means been solved and we can expect interesting developments as a result of contemporary experiments in design and construction of multiple use facilities. When economy is the keynote, multiple use may be the only means of providing extensive recreation activity.

Skating— The Sport of Flying Blades

SKATING HAS ALWAYS been a favorite winter activity, but the recent popularity of ice shows with their talented stars has made the sport of flying blades a major winter recreation. "Plain skaters" who propel themselves around and around the rinks are always in the majority. Increased interest in skating, however, has added impetus to the fine art of figure skating, and many skaters are graduating into this more highly skilled class. Other skating enthusiasts often prefer to enter races or to play hockey or ice baseball.

Children who have learned to skate "straight" enjoy playing such games as tag, crack-the-whip, races, and relays. A well supervised rink provides separate areas for plain, figure, and speed skaters, and the following games can be played only at specified times under trained supervision.

Games on Ice

Squirrel in the Trees. Two thirds of the players stand in couples with hands on each other's shoulders, forming hollow "trees" scattered about with considerable space between them. Inside each tree stands one of the remaining players, who is a squirrel. One or more odd squirrels are without trees. When the leader blows a whistle, all squirrels must skate to another tree and may not return to the tree they have just left. The odd squirrels try to secure a tree. Those left without trees become the odd squirrels.

Double Circle. The group is arranged in two concentric circles, one having one more skater than the other. On a signal they skate in opposite directions until a whistle is blown, when each player endeavors to secure a partner from the other circle. One player is left without a partner and the game continues.

Statues. Arrange players along a starting line. The leader, with back toward the players, stands some distance in front on a finishing line. When the leader says, "Come," the players advance; but when the leader gives the signal, "Stop," then suddenly turns and faces the players, all must remain immovable, like statues. Those caught moving must return to the starting line and advance as before. Play continues until half the players have crossed the finishing line. The skater who crossed the finishing line first becomes leader for the new game, which may be varied by having players ad-

vance by different methods such as backward skating.

Stoop Tag. One player is "It" and chases the other skaters. They escape being tagged by squatting. Any player may squat not more than five times, after which he may resort only to skating to keep away from "It." When tagged, the skater becomes "It."

Races

Feature skating events are always popular either for impromptu racing or community programs. If the races are planned for a public rink they must be carefully supervised by a trained leader who will clear the ice for the events.

One-Skate Race. This is clever and funny. Participants line up at the starting point with one skate on. They cover one hundred yards half skating and half running.

Three-Legged Race. Racers go in pairs. Inside legs of the two contestants are fastened together with a strap while skates are put on the outside feet. The course is one hundred yards.

Push-Mo-Sled Race. A steering blade like an ice boat rudder is attached either in front or back of each sled. One person sits on the sled and steers with the rudder while the other partner skates and pushes the sled.

Skater and Sprinter Race. A novelty event for ice is a fifty yard dash from a standing start between skater and sprinter. The sprinter wears sharpened spikes and if he is a good runner, he may win.

Skate and Bicycle Race. The skater will win but the race will be interesting!

Broom Race. One person sits on a broom while his partner draws him fifty yards, over the ice. This may be run either with or without skates.

Wheelbarrow Race. Contestants with skates on his feet holds the legs of his partner who is pushed along with skates on his hands. The course may be any length.

Chair Race. One boy or girl sits in a kitchen chair while his partner pushes the chair fifty yards over the ice. This may be played with or without skates.

Back Skate Race. Contestants skate backwards for a hundred yards.

Obstacle Relay. Skaters go one-fourth of the length of the track and then over tables; another quarter and go under tennis nets holding one foot above the ice; after the third quarter they jump a six-inch hurdle; the final quarter is ended by crawling through a barrel with the head and bottom out; then on to the finish. This race is usually an event both for the spectator and the skater.

Skating in Pairs. Men and women may skate together in several colorful ice events. Skating in pairs can be judged for speed, form, or fancy skating; possibly for waltzing if there is music. A girls' and men's relay race can be run off with the boy skating backward one lap, handing a flag to the girl who skates forward for the last lap. In a snow shovel race, the man drags the girl one half the distance on a shovel and the girl drags the man the other half. For a necktie race, the girl helps her partner put on his tie; he skates to a goal and back; and she helps him off with the tie for the finish of the race.

Feature Skating Events. Other feature races can be planned with hoops, potatoes, or tin cans. A costumed "animal" parade with two skaters for each animal is always colorful.

Skating Proficiency Test

Skating tests for skill can be used by rink supervisors in classifying playground groups, or they may be included in the competitive events of a winter carnival or silver skate derby.

A suggested test includes:

1. Cut outer edge, five strokes with each foot.
2. Skull backward, feet parallel, for fifty feet.
3. Cut circle backward, cross cut, within twenty-five foot circle.
4. Cut circle forward, one foot (right or left) within ten-foot circle.
5. Make half turn right or left, from forward to backward direction.

Skating Meets

The new popularity of ice skating has become nation wide since the introduction of indoor and artificial ice rinks. Skating meets, once sponsored only by northern communities, have developed into annual skating tournaments and silver skate derbies in many parts of the country.

The following competitive ice program arranged by the Westchester County Recreation Commission is typical of many community meets.

Preliminary events were held during the morning:

10:00 220 yard race for boys under 14 years of age
10:20 220 yard race for girls under 16 years of age
10:40 440 yard race for men
11:00 440 yard race for women

11:20 Mile relay for boys
11:40 Mile relay for girls

In the afternoon the final events were scheduled:

12:30 220 yard race for boys under 14 years of age
12:50 220 yard race for girls under 16 years of age
1:10 440 yard race for men
1:30 440 yard race for women
1:50 Mile county championship for men
2:10 Half-mile county championship for women
2:30 Mile relay for men
2:50 Mile relay for women

A suggested ice carnival program would include general skating in costume, general waltzing, figure skating, grand march and award of costume prizes, comic skaters, group skating or drill, barrel jumping and games, speed races, and crowning of carnival queen.

Skate Sailing

Experienced skaters enjoy carrying a sail to help them along over the ice. This sport is best carried out where there is a large surface of ice as on a river, bay, or lake. The equipment is not expensive to secure, and it does not require an exceptionally expert skater to enjoy skate sailing. The sail is made of duck or unbleached sheeting with a bamboo frame and varies in size and shape according to the locality in which it is used. It may be made for the use of one person or for several, and is controlled by ropes attached to the sail and the frame on the same principle as a sailboat. It is much less dangerous and much easier in "come about" if you carry your sail rather than have it fastened to your person.

Additional information on the building of skate sails can be obtained from "Practical Suggestions for Making and Using Skate Sails," issued by the Skate-Sailing Association of America, 22 Baldwin Place, Bloomfield, New Jersey.

Safety on Skates

Safety first should be the watchword of all skaters whether they are in a public park, backyard rink, or frozen lake. Segregation of plain, figure, and speed skaters on all rinks is advisable. It is important also to prohibit Snap the Whip and other dangerous games, except under strict supervision. A receptacle should be provided to keep refuse off the ice, since a small piece of cloth or paper may often cause serious falls.

The Red Cross lists the following safety rules for natural skating areas:

1. Know the ice. There is more truth than poetry in the rhyme:

   One inch, keep off!
   Two inches, one may;
   Three inches, small groups;
   Four inches, O. K.

2. Beware of "white or salt water ice," particularly if a swift current flows beneath. Black ice is the only solid kind and the only ice to trust.
3. Best of all make a pond to order.
4. Do not skate alone on woodland lake or stream.
5. When spring melting sets in, quit the ice at the first sign of weakening.
6. When crossing a stretch of ice of unknown thickness, carry a pole about ten or twelve feet long which can be used if you should go through. Ends of the pole can be placed across the hole and used as a support on which to climb out.
7. Life buoys should be placed at deep water skating places.
8. Skaters should take an inventory of available rescue materials before beginning to skate — boats, lines, boards, fence rails, ladders, clothesline.
9. A coil of ⅜" clothesline fifty to a hundred feet long can be carried with a minimum of inconvenience when slung across the shoulder.

Hiking and Snowshoeing

WE ARE BEGINNING to discover that hiking is one of the best sports for crisp winter days when a white world invites young and old to play. There are always many things to do while tramping and walking through the snowy woods. You will soon discover that Nature is not hidden; she is merely showing a different face. It is easy to recognize trees by their leaves, but can you identify them by their twigs and bark? Pack up some water, a compass, hand axe, cooking utensils, knife, food, and matches and spend a day getting acquainted with winter.

Try playing Tree Cribbage as you go along. Divide your group into two teams, each taking one side of the road and gaining a point towards the winning score for each tree correctly identified. Nature lovers will also enjoy playing this with tracks of animals and birds.

Birds' nests are easily seen in the winter, for they stand out sharply against the bare branches of shrubs and trees. Now is the time to study their structure and location. It is safe to collect them at this season because they are deserted.

Fungi, lichens, and mosses are visible in the winter woods. How many different kinds can you find? Have you noticed the leaf scars and buds on bare tree twigs? Snow crystal forms make good study material for a winter hike. With hand

lens you will see many variations of a six-pointed pattern. Remember to look up at the clouds, as you go along. Do you know the weather signs they indicate?

The winter sky will make your night hike more interesting. Choose a moonless night to watch the stars and major constellations. Bring along a camera and use a long time exposure to show the movement of the earth as it turns, causing the stars to inscribe an arc on the film. Climax the evening by telling stories of the constellations around your camp fire.

Courtesy Department of Recreation, Los Angeles County, California

Hiking Precautions. Provide a canteen or thermos bottle of water.

If you must drink water along the way, boil it for five minutes, or put in one or two Halazone tablets and let it stand for thirty minutes.

Consult the weather man and try to avoid a snow storm.

If you are caught in a storm, do not try to reach your destination. It may be safer to take shelter under a snow bank or dig a hole in the snow large enough so that the persons seeking refuge will not come in contact with the snow. The air in the hole will help conserve body heat.

Clothing must be adequate. A good hiking outfit includes woolen shirt, sweater, blunt toe shoes with heavy soles, woolen socks, and a walking stick.

Tracking and Trailing

This game can be played in the woods while hiking, or in some large open space where there is plenty of freshly fallen snow. The trail makers are given a start of from ten to twenty minutes and the followers try to trace them by their footprints in the snow before the end of the trail is reached. Obstacles add to the fun. There may be blind trails in which the trailmakers turn off the trail a short distance, retrace their steps and continue as before. The double trail, which goes in two directions and then forms into one again, requiring the followers to go over logs and fallen trees, makes the game more complicated. Night tracking with candles in tin cans is fun for children or adults, and hare and hound chases through the snow are always popular.

Snowshoeing

Long tramps through the country will be more fun if you wear snowshoes, especially where the snow is very deep and fresh. Photographers and lovers of wild life can use the "webs" to find new paths through untraveled snow lands. To the novice, snowshoeing may look difficult, but it is neither tiring or hard to learn, and one will travel farther and with less fatigue on a pair of snow-

hoes than on the bare ground of summer. When imple skill with snowshoes is acquired some novel vents may be introduced. Baseball, basketball or ushball can all be adapted for play on snowshoes.

W. Austin White in *The Book of Winter Sports* ays, "There are plenty of stunts that you can try y way of variety—stunts that you should be able o execute properly before you qualify as an ex- ert. You should be able to climb nimbly up one ide of a six strand barbed wire fence and hop off n the other side without landing on your head, earing your clothes or breaking a snowshoe."

He also suggests that the snowshoer should be ble to walk on logs — not edging along inch by ch, but pigeon-toeing straight across. When try- ng this for the first time, it is best to avoid logs hich span water. Sliding down hill or jumping n snowshoes causes too much strain on the shoes nd should be avoided. Sleds and skis are made or these activities. All-day tramping parties and oonlight hikes are becoming more and more a art of the winter sports schedule and they will e much more fun when you have learned how to se a pair of snowshoes.

Tobogganing and Coasting

AT THE SIGN of the first snow, boys and girls bring out their sleds and begin to improvise ills and slides, and toboggan enthusiasts don eavy clothes and hunt up the earest toboggan slide. In in- reasing number communities roughout the country are roviding coasting areas for hildren and are con- tructing toboggan lides, long and short, or the toboggan en- usiasts.

Construction of Toboggan Slide

There is great varia- on in the length of to- ggan slides, depend- g on local conditions nd topography. They ay vary from a com- aratively short dis- nce to nearly a mile length.

In many cities it is possible to use a natural slope in building a toboggan slide, but frequently it is necessary to support the slide by means of framework. The following factors should be considered in toboggan slide construction:

The slide should face toward the north or northeast to avoid the direct rays of the sun, thus lessening the possibility of the ice melting. Probably in no other recreation facility is orientation so important.

Use good wood in the construction of the toboggan slide, making sure that the grain of the wood runs downhill. Plane all edges and corners to avoid slivers. As additional protection, one community has utilized old canvas fire hose split vertically, spread over the edges of the trough, and tacked down. Treat all woodwork in the slide thoroughly with creosote every year; this preserves the wood and serves as a disinfectant.

Build the entire slide straight, for the toboggan may go over the side on a curve.

Make the trough two inches wider than the toboggan (inside width twenty inches at bottom and twenty-two inches at top) throughout the entire length of the slide. If the trough is too wide the toboggan may lurch from side to side.

Make the sides of the trough high enough so that the toboggan will not jump the track.

If trestle work is necessary, it must be strong and solid to avoid vibration. Crossbars must be close enough together to avoid strain on the bottom boards.

It is wise to continue the sides of the chute on the outrun or to construct a trough of natural earth. Make the outrun level, thereby preventing the toboggan from upsetting. The runway should be clear of trees, poles, boulders, and any other obstructions. Since weather and slide conditions affect the distance toboggans will travel, it may be necessary to build a slight upgrade at the end of the slide to prevent the toboggans from going too far. Straw may be used on the outrun to decrease the

Old canvas hose, split vertically and spread over the edges of the trough of the slide, then tacked down, offer additional protection to the tobogganist

Photo by F. Ellwood Allen

speed of the toboggans. The approach to the platform at the top of the slide should be a gradual slope, cleated runway or wide stairs. The platform should be of ample size and protected by railings.

The ice for the sliding surface may be prepared in several different ways. According to one method, slush (made by mixing snow and water) is spread over the entire slide to a thickness of one inch. Following a second method, the trough is filled with snow beaten down into a two-inch layer, then sprinkled with water. Of course the best possible sliding surface is freshly fallen snow packed in the trough. The slide should be inspected every night. Keep the ice in good condition by patching with slush beaten smoothly into any holes.

For detailed suggestions on the construction of toboggan slides see "A Toboggan Slide," RECREATION, December, 1932; and "The Design and Construction of Toboggan Chutes" by Samuel P. Snow, *The American School and University,* 1939.

Reading, Pa., is one of the cities to set aside streets for coasting

A Few Hints on Safety

The toboggan slide should be carefully supervised at all times. Use of the slide should be permitted only when the starter is on hand to release the clutch. The starter makes sure that toboggans are not overloaded and that one toboggan does not start until the one ahead has left the chute at the bottom and can be unloaded before the arrival of the next toboggan. Sometimes traffic lights are used to regulate starting as at Mt. Hood Park, Melrose, Massachusetts.

There is an element of danger in tobogganing, for a toboggan can be extremely dangerous in the hands of inexperienced riders on an ordinary slope. Therefore, toboggan enthusiasts are wise to heed a word of caution; if it is absolutely impossible to reach a well-designed slide, select a slope which is not too steep and which has been thoroughly cleared of all obstructions.

Coasting

One of the winter activities most popular with children is coasting. Of course the ideal place for coasting is on a natural slope—which is rarely to be found in neighborhood playgrounds. In a great many of the larger park areas, reservations, and golf courses, however, such slopes are available.

The site of the slide should face north or northeast. It is desirable, if the topography warrants, to divide the area into two or more sections: a slight grade for the youngest coasters, a greater slope for larger children, and a steep incline for youth, adults, and experienced coasters.

Closing Streets for Coasting. If such a natural slope can not be made available, the children will undoubtedly find their own incline, and in spite of traffic hazards the street is still the most popular and often the only available sliding place. In a number of cities recreation departments or similar groups make arrangements with the police or other city departments to shut off certain streets for several hours daily.

Streets to be set aside for coasting must be carefully selected. They should be side streets on which traffic is not heavy. They should not cross a much traveled street.

Provision should be made for an easy stop at the end of the run. This may be done by clearing a strip of thirty feet or more at the end of the slide and covering it with ashes so that the coasters will make a complete stop before they reach the barriers. Wooden horses are usually used for barriers. Red lanterns should be suspended from them at night.

It is absolutely essential that some individual be charged with the responsibility of supervising the activity on streets closed for coasting. Otherwise such a project may be exceedingly dangerous.

Following are some of the duties of such supervisors:

1. Be on the job. You are there to prevent injuries and keep order.

2. Be courteous. You can get cooperation from property owners and drivers if you can see their side.
3. Be helpful. Make sure that the smaller children get a chance to slide. Eject all troublemakers.
4. Barriers and red lights should be put up at the start of a sledding period and put away after the period has ended.
5. Coasters should go down on the right side of the slide and back up on the other side.
6. You are responsible for all equipment and for the safety of those participating on the slide.
7. Cover the entire area; watch all the children; make "Safety First" your motto.

Artificial Playground Coasting Areas. In the case of comparatively level topography it is necessary to provide an artificial slide for children. A slide only a few feet high erected on a playground will provide fun for hundreds of children. On more than one playground the roof of the shelter house is used as a platform or starting place for the slide. Do not make the slide too high, however.

Allow an incline about three times as long as the height of the jumping off place. The slide should be at least four to six feet wide and if boards are used they are laid crosswise. Trestle work underneath supports the structure.

Most slides level off toward the bottom so that coasters come on to the outrun more smoothly. The outrun consists of a clearing on the ground at the end of the ride.

An ice surface can be secured by sprinkling and resprinkling the snow until it is smooth.

Tin Can Slides

If sleds are not available a tin can slide is even more fun. A tin pan, refuse or ash can cover with all handles removed will provide a good ride down any well packed snowbank. After a few single slides, riders may line up their tin cans, hitch on to one another, and make their own toboggan. Since the equipment is easily obtained, this kind of sliding is very popular. The only other equipment needed is warm clothes and a love of snow, since riders end up frequently in the snowbank.

Races and Activities

Other sledding events are fun for hilly or level ground and round out the activity.

Push and Coast. The rider receives a running push from his teammate up to the starting line. The distance is measured from the line to the forward point of the sled when it stops.

Swimming Race (Crab Race). The rider lies on his stomach on the sled and pushes it forward with his hands. Use of feet is forbidden.

Shuttle Relay. Teams of nine boys, one rider and eight pushers, take part. The sled must come to a stop and be turned around at each end of the straightaway. (The race is run under regular shuttle relay rules and it is not complete until all boys are back to their original starting point. Distance: minimum, twenty-five yards; maximum, fifty yards.)

Towing. One partner is on the sled, the other pulls him toward a goal. The sled is pulled twenty-five yards, is turned around and brought back.

Sled Parades. Decorated sleds will make as effective a parade as doll carriages. Interest may be added to such a parade by dividing the sleds into classes and giving small awards for the most elaborate, most beautiful, and most fantastic sleds.

The White Art of Skiing

SKIING AS A WINTER SPORT has been growing steadily in popularity during the last few years. Every winter more and more people have become interested in the "white art," which provides enjoyable exercise in the open air and a winter opportunity for exploring the surrounding country. Trends in the manufacture and sale of

Courtesy Hiram College

Courtesy U. S. Forest Service

Ski run and towing facilities at Berthoud Pass in Arapaho National Park, Colorado

equipment indicate the sudden increase. Americans spent $417,000 for skis and snowshoes in 1935. Figures quoted by John R. Tunis in *Sport for the Fun of It* indicate that skiers are now spending about $20,000,000 in a single year for skis and accessories, ski clothing, transportation, and lodging at winter sports areas.

Much of the new popularity is due to the realization by the public that recreational skiing does not require a high degree of skill, is not extremely dangerous, nor essentially expensive. The sport is suited to all ages, and the novice will find fun in learning if he remembers that he cannot imitate a veteran speed-champion or jumper.

Downhill skiing is the easiest and most quickly learned skill. A small practice slope with a long level outrun is best for the beginner. Cross country skiing requires practice and training before the newcomer graduates into a skilled endurance skier, but it is especially appropriate for older skiers whose interests have turned toward less strenuous forms of competitive skiing. Jumping on skis is a dangerous game which should be left to experts and professionals.

Slalom racing can be a healthy substitute for cross country, since it replaces the dangerous rocks and trees of a rough countryside with carefully arranged flag poles on a scientifically planned course.

Necessary equipment for skiing can be inexpensive and is easy to secure. Modern skis are nearly flat pieces of ash, oak, beech, spruce or hickory, pointed and turned up about one foot at the toe. Their length is usually the distance the wearer can reach with his hand upraised. For girls the distance is to the wrist; for men to the base of the fingers.

Races

Feature races on a ski course are always fun and may be planned for a day's outing or for a community program:

Skijoring Race. Contestants are divided into two groups, one of boys and one of girls. One player stands on the ski (rider) and is pulled by two other members of the group (horses). The team crossing the goal line first wins.

Tandem Ski Race. Two people use one pair of skis at the same time. Six couples race.

Ski Tilting with Mops is an amusing event. Two men, each armed with a mop and wearing skis, face each other. They try to overthrow each other with the mops.

Ski Jumping is thrilling and exciting, but it is not usually sponsored by recreation departments except for experts or professionals.

Obstacle Ski Race. A barrel with the top and bottom knocked out is placed on the track. About fifteen feet from the barrel, a mound of snow ten feet long and two feet high is piled up. Beyond this a second barrel is placed. At the command to go, the contestants start. The participant on reaching the barrel kicks off his skis, shoves them through the barrel, pulling them out at the other end. Putting them on again, he crawls over the

ound, and when he reaches the barrel on the her side shoves skis through again. The finish the race is about ten feet from the last barrel, aking the entire race approximately fifty feet.

Ski Contests

Competitive and colorful skiing events are often e basis of a community winter carnival program. hese events are appropriate for any winter sports skiing meet:

100 yard dash
220 yard dash
4 mile cross country run
Obstacle race
Relay race

i proficiency contest:

a. Telemark swing to right and left, Christiana swing to right and left
b. Letter S turns, turning first in one direction and then in the other
c. Keeping within course marked by flags
d. Snow plowing

i jumping contest:

a. For form and distance
b. For distance only

Safety for Skiers

The sudden increase in the number of skiers on lls and slopes has made the problem of safety r skiers a very serious one. Beginners who owd the courses are a real danger to themselves d to others. The foresters writing in *Forest tings* issued by the Department of Agriculture sist that only a complete observance of ski-trail quette, a greater interest in controlled skiing, d a widespread recognition by individuals of ir personal limitations and responsibilities will ng about improvements in the safety records of r ski-grounds.

They suggest the following formula for beners:

1. Take it easy at first and enjoy yourself.
2. Feel your way along. Don't take dares until you are sure of the course and your ability.
3. Stay on the practice slopes away from spectators.

Several rules for skiing have been suggested by sef Lanz, winter sports expert:

1. Use proper equipment and correctly sized skis.
2. Plenty of warmth about the lower part of the body; light clothing with room for action on the upper part of the body.
3. Shoe soles should be stiff, since flexible soles make skiing more difficult.
4. Hood and nose pads will protect face, ears, and nose. If you wear goggles, take them off when making a downhill run.
5. "Take it Easy!" Excess speed causes most skiing injuries. Don't take silly chances.
6. When going uphill keep well to one side so that you will not interfere with those coming down. If caught on the trail, stand still, do not try to dodge.
7. Jumping should be attempted *only* by experts.

Facilities for Skiing

The American School and College, 1939, contains detailed articles on facilities for skiing: "Downhill Ski Trails" by Robert W. Vincent; "The Construction of Ski Jumps" by Lawrence E. Briggs; and "Design and Construction of Ski Tows" by Paul S. Putnam.

Snow and Ice Games and Activities

THERE ARE MANY WAYS to have fun in winter without resorting to expensive equipment or without acquiring a sports skill. Many of the following games will be equally appropriate for children or adults, large or small groups. The only properties needed are warm but loose clothing and plenty of snow.

Snow Games

Snow Battles. This is great fun for children or adults. Players can be divided into sides with a captain for each side who directs the procedure. There should be regulations for the number and kind of snowballs and the size of forts. Loopholes in the sides are convenient for throwing balls from inside, and steps on the inner wall aid the defenders in climbing to the top of the fort. Some players like to make shields of a barrel head or other material and fasten it to the arm with a strap. This may have a shelf or rack on which a supply of snowballs is placed.

Often a gymnasium class will think it fun to challenge another class for such a battle. A date must be set in advance so that the players will come dressed properly for their outdoor encounter.

Follow the Leader. This game can be adapted to a large or small area and is often made more amusing by a clever leader who requires others to do stunts in the snow, step in his tracks, shake snow from overhanging branches, pass snowballs down the line or turn somersaults in the snow.

Snowball Bombardment. This game is very popular with lumbermen. Two sides line up a good

throw's length apart. Each player sets a pole in the snow in front of him and sticks a hard snowball on top of it; he then makes a pile of snowballs, placing them at his feet. Each side throws snowballs at the balls mounted on the poles of the other side. Meanwhile every man does his best to save his own. The side which has a reasonably large fraction of a ball, if not a whole one left, wins the game.

Snow Dodge Ball. Track two large concentric circles in the snow about fifteen feet apart. The group is divided into two equal teams. One team scatters within the inner circle while the other team scatters in the area between the two circles. The center team makes snowballs and throws them at the players on the rim who try to dodge. While dodging the balls, rim players may not run outside the outer circle, and snowball-throwing players may not run outside the inner circle.

If a player is hit, he joins the team in the center of the circle. The last player in the outer rim wins. Then the teams change places, with the circle team going inside and the snowball throwers coming out to the rim. A variation of this game is to let the outer circle make snowballs and try to hit those on the inside.

Sculptors of Hibbing, Minnesota, made this figure of Will Rogers which rose twenty-three feet above the ground

Snow Leap Frog. Instead of merely jumping over the backs of players, try crawling between their feet, or alternate the two procedures. If done in deep, soft snow this will be difficult and will provide more fun. Let the players balance snowballs on the backs of stooping players and have others clear the balls while leaping.

Pushball. Let the boys play against the girls. Roll up a snowball that is three or four feet in diameter, the larger the better. Now tramp two clear parallel lines twenty to thirty feet apart for the two goal lines. Roll the ball midway between them. The girls get on one side of the ball and boys on the other. Each team tries to push the ball across the home line of the other. The team which succeeds wins.

Pushball can also be played with two large snowballs. Teams come at a signal from opposite sides of the field and try to push one ball over their opponents' line. Players must use their own discretion as to when to push their own ball and when to dash back to hamper the opponents. Each time a ball crosses an end line a point is scored and the teams begin again from the middle.

NOTE: Other snow games will be found in the article "A Novel Backyard Winter Carnival" on page 544.

Snow Sculpture

Although the crude snowman in the front yard is still a perennial favorite, the sculpturing of streamlined figures from snow has now become a fine art. Subjects for modeling include animals, prominent persons, legendary heroes and heroines, and comic strip characters.

The figure may be carved or chipped out with a hatchet from a large pile of snow which has been allowed to freeze. Since this type of snow statue must support its own weight, however, the variety of subjects which can be modeled in this way is limited.

A second and better method employs slush (made by filling a pail of water with snow) and a framework of boards and wire to support the figure. A tall upright piece of wood and a short crosspiece are sufficient for a snow man with two arms. The more pretentious projects require more elaborate frame works. Materials required for making a figure are a framework of board and wire, a large bucket of slush, a dipper, a shovel, paddle, trowel, knife, and hatchet, and kalsomine and a brush if you wish to paint the statue.

(For more specific directions on snow sculpturing see "Introducing the Snow Artist," a bulletin available from the National Recreation Association. Price 5 cents.)

Snow Modeling Contests. Snow modeling contests are always good for playground groups. The snow figures can be judged according to the height, appearance, correct proportions, originality

of design and difficulties overcome, such as accumulation of snow or weather conditions.

When having a community snow modeling contest, it is wise to arrange for various age divisions. Modeling in individual front yards is preferable to working in a central park because of the amount of materials which must be hauled and the necessity for a city clean-up of boards and wire when the models melt in the spring. Statues will also show up much better if displayed individually. It is best to set a deadline for the construction work. If there are many contestants, ask each one to submit a picture of his model and let the judges make their selections from these. Photographs will also be convenient if weather conditions are poor.

Minneapolis has used both the central park and neighborhood park method of conducting her modeling contests. In the latter type of contest, district winners compete for the city championship. Groups as well as individuals may be encouraged to enter the contest. In Duluth, Minnesota, prizes are awarded in each of their three divisions: snow statues, snow houses or huts, and original figures.

Ice Games

Many winter and summer games can be adapted for playing on an ice field. Basketball, volleyball, baseball, and croquet are good games for a rink with a few changes in rules. Baseball is especially suited to winter playing, either with or without skates. Ice hockey and curling are, of course, old winter favorites. (Rules for snow hockey which is played with old brooms, a soccer ball, and Indian clubs are available from the National Recreation Association.)

Curling. This popular old Scottish game has recently attained new popularity in various parts of this country. It is a favorite with the men, and a community tournament will arouse great interest and enthusiasm. Although it was originally an outdoor sport, weather conditions have led curlers in different sections of the United States and Canada to construct several indoor rinks or alleys.

Four men play on each "rink" or team and the best player and leader of each team is called the "skip." The object of the game is to send the stones down the ice alley or "sheet" toward the opposite goal. Each sheet is 138 feet from back to back, a back being a small board at each goal on which the man about to curl the stone puts his foot.

Curling is actually a combination of bowling and shuffleboard. In front of each back are three large concentric circles, and each player attempts to spin the stone from one end of the sheet as nearly to the center of the circles at the other end as possible. Each player has two shots with the stones, which are made from granite shaped like flattened balls, and are slid on the rim of a cup hollowed out in the bottom. Handles enable players to lift and curl the forty-pound stones.

After all eight men have had their shots, the stones are measured as in quoits and the score announced. The players start first at one end of a sheet and then reverse. Fourteen "ends" or trips up and down the sheet constitute a match. The skip usually plays last, since special skill is needed to knock accumulated enemy stones out of the rink and put one's own inside. The men all have brooms and after a stone starts sliding they sweep away the slush in front of it at the command of the skip.

Ice Shuffleboard. This winter game is similar to curling but has some advantages over that game. It requires neither expensive equipment nor the strength necessary to wield heavy weights and may therefore be played by women as well as men.

On a smooth piece of ice five circles are marked out having a common center, the inmost circle with a radius of six inches, and each outer one a radius of six inches larger than that of the circle next nearest the center. The spaces between the lines are numbered from one to five; the highest number is at the center.

From a line twenty-five feet away round disks are propelled by long cues toward this target. The cues are similar to those used in pool, but pointed sticks may be used. Disks may be purchased or made of wood. Each side shoots its disks as near the center of the circles as possible and tries to knock its opponents' disks away. The game is generally played with four people, two on each side, and the players have three disks each.

When all the disks have been played, each side is credited with the number of points indicated by the spaces in which the disks lie. Additional rules in scoring may be adopted; for example, one of the spaces between circles

"But, jovial and ruddy as winter sports are, they have a side which is more or less lacking in the sports of summer. . . . They have a lonely side, a still, reflective side which for some of us adds immeasurably to their charm." — *Walter Pritchard Eaton* in *Winter Sports Verse.*

may be marked "five off." Each side will then try to avoid that space and force its opponents into it.

Ice Races

Many racing games can be played on ice without the use of skates. Some hour during the week may be set aside for these games and the rink supervisor should clear the ice of skaters at this time.

Skateless Race. For fifty yards, racers go through the motions of skating without skates.

Scooter Race. Runners are attached to the wheels of a scooter and cleats are put on one of the players' feet. The races covers one hundred yards. If ice scooters are available they may be used.

Wheelbarrow Race. One racer has two blocks of wood, one on each hand. His partner holds his ankles and they go forward in wheelbarrow position for fifty yards.

Hobby Horse Race. Participants hold brooms between their legs and run fifty yards.

Broom and Chair Race. Both of these types can also be run off on an icy field without skates.

Games for Ice and Snow, a bulletin of games which can be played on ice or in the snow without any additional equipment, is available from the National Recreation Association upon request.

Ice Painting

Painting on ice can be a fascinating winter project for individuals or community groups. Remove the glass from a window or picture frame and lay the frame flat on the ground. Pack the frame tightly with snow, wet it, and let it freeze overnight. This will produce a glassy surface of ice. Mix a thick paste of kalsomine and paint a landscape or anything desired on the surface of the ice. When the picture is finished, bring the frame into a heated room just long enough to let the colors blend a little. Then take it out and let freeze again.

"Stained Glass" Windows

The painting technique is slightly different in making art windows. Roll putty or art clay into long strings one-quarter inch thick and outline a scene on a pane of glass, placing the clay tightly against the glass along the division of colors. A colored design or drawing may be placed under the glass for copy work. Water colored with dye is run into the spaces formed by the clay walls and allowed to freeze. Stained glass windows have been used effectively in snow buildings.

Festivals and Carnivals

SKATING, ICE GAMES, sports and all the other activities mentioned can be combined into a winter festival which may be the culmination of a season or winter sports. These festivals may range from neighborhood carnivals of a day of winter fun to an elaborate program extending over a week, or from a day of festivities covering one winter activity to an elaborate frolic for every kind of winter sport.

Organization and Planning

The degree of success of a winter carnival depends on how carefully plans are made and on how well the committees function. According to organization suggestions sent out by the Extension Department, St. Louis County (Minnesota) Rural Schools, the actual program planning should be the responsibility of a general committee. This committee should be composed of a general chairman, several active community leaders, and the chairmen of the carnival subcommittees. (The number and duties of the subcommittees vary according to the type of carnival planned and the local problems.)

The general committee outlines the plans, draws up the program, and sets dates and places for events. In planning the committee considers these factors:

- Facilities available
- Date, schedule of events
- Who may attend
- Expected attendance
- Transportation and parking
- Traffic and safety regulations
- Refreshments
- Program
- What should be brought by committee members, guests, and officials
- Prizes
- Supplies and equipment
- Selection of committees and officials
- Emergencies (severe weather, accidents)

There should be a joint meeting of all committees approximately a week before the event in order to coordinate plans and complete the final arrangements.

Dartmouth Winter Carnival. The Dartmouth Winter Carnival is an excellent example of detailed planning and coordination. One man heads the organization—the director. He selects a gen-

eral committee, each member of which directs a separate department. These are the departments:

Competitions. The duty of this committee is the organization and management of all competitive skiing and skating events. Within this department are:
- Clerk of Office (in charge of printed materials)
- Clerks of Courses (in charge of the running of events)
- Property Manager (in charge of competition equipment)
- Medical Advisor (in charge of providing first aid equipment)
- Director of Officials (in charge of securing starters, timers, recorders, checkers, scorers, referees, judges)

Outdoor Evening. This committee is responsible for a theatrical review staged on an artificial skating pond.

Police. This committee handles the traffic and the crowds, patrols the courses, and takes tickets.

Features. Another name for the features committee is the decorations committee. The members are in charge of the construction of the large Carnival snow statue as well as the promotion and judging of the campus snow modeling contest.

Entertainment. The duties of this committee are housing and feeding guests and officials and running an information bureau.

Publicity. The future of Carnival rests on good publicity.

Equipment. The equipment committee must provide the necessary tools and equipment for all departments.

Personnel. The responsibility for volunteer workers belongs to those in charge of personnel.

Members at Large. These individuals must be ready for emergency duty in any department.

The general committee meets for the first time in the early spring to discuss the reports of previous Carnival directors and to consider the main theme of Carnival. The general chairman then begins to work with each director, helping him determine the extent of his program; by November the directors must have their plans fairly well formulated. Intensive planning takes place from November to Carnival time. Finally, after Carnival is over the general committee meets once more to record mistakes and discuss them for the benefit of next year's Carnival.

Important Details. There are many items which contribute to the success of the winter carnival, for details loom large in importance.

An information desk is advisable. In addition, large placards relating the program and time and place of events should be placed at strategic points on the grounds.

If there is no toboggan chute, designated places should be set aside for tobogganing and skiing; too often a good slope attracts skiers and toboggan enthusiasts at the same time with resultant hazards.

It is well to have warming house facilities; it necessary, erect temporary windbreaks or a lean-to. Large bonfires will be appreciated.

There should be some place on the grounds where guests can secure refreshments—hot drinks, particularly.

To promote general participation, appropriate events must be scheduled for as many groups as possible. Almost everyone can engage in some of these informal winter sports activities:

Tobogganing	Ice boating	Figure skating
Bump-the-bumps	Hiking	Skijoring
Skating	Sleighing	Curling
Skiing	Sledding	Dog sledding
Snowshoeing	Sail skating	Ski hiking

It is imperative that first aid be available at a station on the carnival grounds in case of accident or emergency.

American Winter Carnivals

Ann Arbor, Michigan. A skating carnival is held yearly at Ann Arbor, Michigan. For the second annual carnival in 1939, this competition was scheduled:

Girls' Events:
- Broom riding race (12-14)
- Obstacle race (10-11)
- Pair skating (9 and under)
- 50 yard speed race (15 and over)
- Relay race
- Figure skating

Boys' Events:
- Broom riding race (9 and under)
- Obstacle race (12-14)
- Speed race (15 and over)
- Chariot race (10-11)
- Relay race
- Figure skating

Camden, Maine. The Snow Bowl Winter Carnival at Camden, Maine, is a five year old celebration. The community has an illuminated area with a ski jump, ski tow, toboggan chute, hockey rink, club house and skate house. (New England is a section which responds readily to the carnival spirit: almost every white village or town boasts of at least part of a day set aside for King Winter.)

Chicago, Illinois. The Chicago Park District held a "Mid-Winter Mardi Gras" in 1938. The program consisted of:

Songfest
Chariot race
Barrel stave 100 yard dash (boys)
Dog sled race (boys and girls under 12)

Couple skating 440 yard race (senior boys and girls)
Tug of war (teams of six men)
Skate sail race
Parade of decorated sleds (boys and girls under 12)
Novice figure skating (boys and girls under 18)
Half-mile medley relay (junior boys and girls; couples; men)

The festivities were climaxed by fireworks and a parade of children and adults in Mardi Gras costumes led by the queen of the ice carnival.

Derry, New Hampshire. The oldest winter carnival in the state of New Hampshire is said to be the Dartmouth Carnival, and the second oldest festival is that held in Derry. At this frolic there are junior and senior skiing and snowshoeing, hockey games, ice racing, ski jumping, fancy skating, and woodchopping contests.

Marquette, Michigan. One week each year the townspeople of Marquette, Michigan, come together for a winter carnival. The second annual winter carnival was presented in 1940. On the opening day everyone wore his gayest clothes, according to carnival edict, or was hauled into a kangaroo court by the "fun police" (forty high school girls appointed for the occasion). An ice carnival was presented on successive nights in four sections of the city. The schedule included:

Speed skating for boys and girls:
- Cradle class
- Midget class
- Cadet class
- Juniors
- Seniors

Balloon fight
Barrel stave racing
Fancy skating exhibition
Father and son race
Mother and daughter race
Three-skate race
Exhibition of Indian game

An outstanding feature of the carnival was the coronation of the "Queen of the Sparkling Snow" (who was crowned by an authentic Indian chief) and the presentation of an Indian pageant. Finals in speed skating were conducted at the end of the week and a ski jump tournament climaxed the carnival.

Newport, New Hampshire. The carnival at Newport, New Hampshire, includes softball, fancy skating, indoor bazaar, dog sled races, ski and snowshoe competition, a queen and a coronation ball.

Rochester, Minnesota. A second annual ice frolic for school children was conducted in 1940 by the Parent-Teacher Association of a school in Rochester, Minnesota. Straight skating races, relays, and figure skating demonstrations comprised the program.

Sioux City, Iowa. The 1940 Winter Sports Festival of Sioux City, Iowa, contained the following events:

Figure skating competition
Crowning of king and queen
Fancy skating exhibition
Ice basketball game
General skating
Silver skates championship

The winners in the tri-state silver skates championship derby received gold, silver, and bronze medals. Another event was a grand parade of all costumed skaters. Winners were judged on these bases: adult costumes—most comic, most attractive, most original; children's costumes — most comic, most attractive, most original; youngest skater in costume; oldest skater in costume.

St. Louis County, Minnesota. The St. Louis County Winter Frolic, held since 1934, is an outstanding event for rural people of the region. At first activities centered around broomball, speed skating, hockey games, and the queen coronation pageant. Then outdoor activities, competitive events and novelty features were added. In 1937 an innovation was made: a county-wide winter sports convention was held. The second annual convention was attended by one hundred and fifty delegates representing twenty regions of St. Louis County. This convention was the basis of the Greater Rural St. Louis County Winter Sports Association which now sponsors local, regional, and county-wide winter sports programs.

The emphasis at the local, regional, and county-wide frolic is on mass participation. New novelty events are introduced each year—woodchopping contests, wood sawing contests, wood horse competition, German band contests, parades, and many other activities.

Early each fall a guide book is issued for the Coordinating and Clearing House Committee. The 1941 guide book included this schedule of activities:

Toboggan slide for distance
Slaloming (downhill slide for distance)
Speed skating races
Cross country ski race (half-mile)
Bumps slide for distance
Spark stotting race (100 yard dash)
Vipu Kelkka contest (distance traveled in two minutes)
Broomball tournament
Novelty contests:
- Blindfold bag swat
- Fin horse fight
- Woodchopping contest
- Log sawing contest

Other activities listed: all sorts of sleigh rides, a snow modeling exhibition, dances, hockey games, ice follies, coronation pageant.

Whitefield, New Hampshire. Under the sponsorship of the Outing Club, Whitefield, New

Hampshire, holds an ice carving contest every year.

Program of Activities

Below is a typical program of events for a two day carnival:

First Day:

10:00 A. M. Informal activities (beginning at 10:00 and continuing through afternoon and evening)
1:00 P. M. Tobogganing
1:30 Ski Jumping Exhibition
2:00-4:30 Ski Championship Contests
Men's and Boys' Events (novices only)
2:00 Ski jump for distance, open, form considered
Ski jump for distance, open, regardless of form
2:20 5 mile cross country race, 18 and over
2:30 Mile cross country race, 11-15
2:50 500 yard dash, open
3:30 2½ mile cross country race, 15-18
Women's and Girls' Events
2:40 ¾ mile cross country
3:40 200 yard dash, open
Special Events for Ski Experts
3:00 Ski jump
3:50 5 mile race
2:00-4:30 Snowshoe Championship Contest
Boys' and Girls' Events
2:00 50 yard dash, boys under 16
2:15 100 yard dash, open, boys
2:30 Obstacle race, open, boys
2:45 50 yard backward race, open, boys
3:00 50 yard dash, open, girls
3:30 Obstacle race, open, girls
3:45 50 yard backward race, open, girls
4:00 Potato race, open, girls
3:30 Exhibition of Skijoring
4:00 Snow Tobogganing
7:15 Signal Bombs
7:30 Fireworks

Second Day:

10:00 A. M. Informal Activities
12:30 P. M. Street Parade
1:30-3:15 Novelty Winter Sports Events
Sack race
Skijoring
Tilting on skis
Tilting on barrels
Baseball game on snowshoes
Obstacle race on snowshoes
Basketball on snowshoes
Snowshoes tug of war
3:15-4:30 Ice Hockey Game
3:30 Exhibition of Figure Skating
4:00 Women's Costume Skating Event
5:00-5:30 Championship Skating Contest
150 yard dash, boys, under 16
150 yard dash, girls, under 16
Mile race
220 yard hurdle race
2 mile relay race
7:45 Signal bombs

Winter Pageants

WINTER PAGEANTS are held yearly at the Yosemite Winter Club Open Air Rink. The rink, located directly at the base of a three thousand foot cliff is sixty thousand square feet in area. It is true that few communities wishing to produce a winter pageant will be able to make use of such a spectacular setting, but the municipal ice skating area will provide adequately in most cases for the effective staging of a winter pageant. The pageant may be included in carnival festivities or it may be a special winter production.

Coronation Ceremony. The usual winter carnival pageant centers about the coronation of the carnival queen, as in the yearly Court of Queens at the Greater Rural St. Louis County Winter Frolic. There the feminine rulers of the frolics throughout the county are presented at the court, along with their provincial courts and aides, as queens of various winter sports activities. The climax of the pageant is the presentation and crowning of Her Imperial Majesty, the current Miss Rural St. Louis County.

The following procedure is approximately that used at the Court of Queens:

The guards of honor (the Officers of the Snowshoes and the Officers of the Skis) march out on the ice and take their positions as the master of ceremonies begins his running commentary on the pageant.

The color guards enter, each carrying a banner decorated with the coat of arms of one of the winter sports activities represented by the provincial queens. They stop, face each other, and form an archway with their flags through which the former Miss Rural St. Louis County enters the court. The officers salute; the color bearers dip their flags. Next, the provincial queens are presented one by one as they walk beneath the arch of flags with their courts. When all are in position, "Her Most Distinguished Royal Imperial

(Continued on page 565)

Safety for Skiers

A CONTRIBUTION to the safety of skiers has been made by the American Red Cross in the teaching of first aid to the safety patrols maintained by various ski clubs, and the organization has published a booklet, "Ski Safety and First Aid," which is used as a standard textbook in the training courses.

Since their organization, safety patrols composed of volunteers have accomplished much in the promotion of safety. They have helped lay out and prepare practice slopes where beginners may receive instruction before attempting the more difficult and dangerous trails. Novices arriving from the city are directed to these slopes, assisted with their equipment, and warned against attempting feats beyond their skill and physical ability. The patrols have arranged for instruction by qualified teachers, as many accidents occur when novices are skiing out of control, unable to check their speed. To assist in certain phases of the work, the Red Cross and some of the ski clubs have established caches back in the hills where blankets, toboggans, heating pads, and other materials needed in caring for and transporting the injured are kept ready for emergencies.

All this is volunteer work done in the holiday time of patrol members, who, for love of the sport and the satisfaction of helping others, forego their own recreational skiing and make long, tedious, and even dangerous trips to assist strangers in trouble. At the end of each day's skiing in many areas patrolmen cover all slopes and trails in a final run to be sure no one is left on the mountain injured, fatigued, or with broken equipment.

Fatigue has been found a large contributing factor in accidents. As the skier tires, inattention comes on. He may not see slight irregularities of trail or slope. At the same time the failing visibility of late afternoon makes it harder to pick a safe course. Sudden changes in temperature and weather may completely alter the safety of a trail. As the sun slips behind the mountain snow hardens rapidly and may become crusted. Hard-packed trails become icy with use, and where an hour before a turn might be made easily the skier may now skid into the woods at tremendous speed. All these things the ski patrol is helping to teach beginners.

The following rules if carefully followed will enable the skier to avoid many an accident:

Don't start down a steep slope unless you know how to slow down or stop.

Wear goggles if out for any length of time. Snow blindness may be extremely painful.

Stay well to the side of the trail when climbing and avoid getting in the way of others coming down.

Slow down when rounding blind turns.

Travel in group and stay together, especially on the higher slopes.

Observe snow conditions and watch for changes, especially in the late afternoon after a comparatively warm day.

Bear in mind that even though a ski accident may be slight injuries are aggravated by cold weather, and the distance from medical care is generally great.

Helen Henry, author of "Winter Wanderings," on page 557, has prepared the following list of "Safety Firsts for Skiers' Safety":

See to it that your bindings fit, remembering that
A loose ski on a crowded slope's a dangerous thing.
Follow advice and do not try, your first time out, to
Emulate the skill and daring of those with years of practice on
The tricky things called skis. Heed this, or else
Your first time on the "slats" may be your last.

First learn to walk about, hold balance, turn around.
In mastering these, you're gaining ever more
Respect for all the whimsies of your new-found wings.
Skill will come later, with a bit more practice, then the
Thrill of your first "schuss" without a spill,
Slowly at first, no faster than you can control.

For turns you'll need more practice, but take it easy now and then relax,
Or else you'll think it work instead of sport. Don't overdo.
Remember that a runner has the right of way and climb at

Sides of hills—and leave the bigger hills for better skiers.
Know that the maker of a "sitzmark" is most unpopular
If he fails to fill his hole. And do not walk about—
Ergo, leave sleds, toboggans, dogs, at home when you go skiing—
Ruts, holes and footprints have brought many a champion low.
Sin not in overestimate of strength and skill of

Self or others; a hill's much farther up than down.
And when on country tour you're bent, far from the crowded runs,
Fail not to take a partner (better, two). Don't ski alone
Else you may be a solitary corpse. A broken ski's not funny when
The dark and cold come early. And remember, for the lesser dangers,
Your goggles and a grease or lotion are friends in need against snow burn and snow blindness.

Skiing for Wisconsin Youth

By BRYN GRIFFITHS
Recreation Division
Wisconsin WPA

SKIING—cross country, slalom, and jumping — which five years ago attracted only comparatively few of Wisconsin's younger boys and girls, is today ranked as the state's number one winter activity among Badgerland's younger generation. It is a matter of record that until recent years there was only one junior ski club in Wisconsin. Today their number is legion.

About five years ago Fred Rhea was asked to direct the state-wide WPA recreation program in Wisconsin. On one of his first trips through northern Wisconsin he stopped off at Eau Claire, recognized throughout the country as a community "where youngsters are born with skis on their feet." At the suggestion of the local recreation supervisor, Mr. Rhea visited the Fourth Ward School where a junior ski jump had been erected. On his arrival at the school during the morning recess period he saw dozens of children between the ages of six and sixteen making beautiful jumps. Thrilled with the sight, as he continued his trip through the state he made inquiries regarding junior skiing in other localities and learned to his amazement that except for Eau Claire there was very little skiing among the boys and girls. Going back to Eau Claire, he consulted with Jim Ellingson, well-known professional ski jumper, who was coach to the boys and girls he had seen at the Fourth Ward School and adult adviser to the children's ski club known as the "Flying Eagles." This club boasts a membership of more than fifty boys and girls under sixteen years of age.

"How," Mr. Rhea asked, "can we find out how many boys and girls in Wisconsin are actually participating in skiing?" In an effort to secure this information, he and Mr. Ellingson organized the first state junior ski jumping tourney ever held in Wisconsin. The event was widely pub-

Junior skiers in Wisconsin await their turn to jump at one of the popular Junior Ski Tourneys

areas to teach ski fundamentals. That these instructors were capable and efficient is reflected in the fact that thus far there has not been a serious injury to a junior ski jumper in a Wisconsin tournament.

Organization of the junior ski clubs was soon followed by the formation of a state-wide association. This association functions admirably well and has been offici-

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licized through daily and weekly newspapers, the radio, and other mediums. On the day of the tourney it became evident that nearly eighty-five per cent of the active skiers came from the Eau Claire locality. However, there were between two and three hundred ski novices who attended as onlookers, convincing evidence of a latent interest among the boys and girls of the state in skiing. It was decided that something should be done to develop this interest. Through in-service training meetings and supervisors' conferences, each of the seven hundred workers employed on the WPA recreation program was urged to "feel out" the children in his community regarding junior ski clubs such as the Flying Eagles then in existence in Eau Claire.

The idea caught on like wildfire. Overnight junior ski clubs came into existence throughout northern Wisconsin. Within a few weeks there was scarcely a town or village in that section of the state that did not boast of a junior organization. Mr. Rhea sent instructors throughout the

The "long and the short of it"! Children of all ages and sizes have a part in Wisconsin's state-wide ski program.

The Construction and Maintenance of Ice Skating Areas

By CARL L. GRABOW
Director of Recreation
Dubuque, Iowa

A LAKE, POND, or sluggish stream provides a natural ice skating area, but frequently it is necessary to build skating rinks on playgrounds, either by flooding or spraying. Small areas (a battery of tennis courts or other hard-surfaced areas) and large areas (a baseball, football, or soccer field and open park spaces) have been utilized for winter skating. In general, spraying has proved more satisfactory on small areas, but for large spaces flooding is the more practicable method. Experience shows that flooding or spraying does not injure turf if normal precautions are taken.

The first problem to consider is location. An area which is sheltered from the sun as much as possible will give the best results. Any kind of soil except sand will do. There should be an outlet to allow the water to drain off the ground as soon as possible after the spring thaw. The space to be used for the rink must be leveled off and cleared of all rocks or debris.

In flooding a rink, it is necessary to construct around the field a dirt dyke, approximately twelve inches high and ten inches thick. This dyke must be tamped thoroughly and frozen to prevent water from seeping through. Spray it every night, using a garden hose without the nozzle spray, until the possibility of leakage at the base is eliminated.

When the temperature is sufficiently low, start the water from a large hose. The stream of water should strike a large piece of tin or wood platform so that the pressure will not cut holes in the field. Fill the field with water until it seeks its own level and continue to check the dyke for leakage.

The chief disadvantage in building this type of rink is that the children will not allow it to freeze thoroughly. They either walk on the ice and break through or throw rocks, so that in most cases the ice never has an opportunity to become solid.

Spraying is the best method for building an ice rink. When using this system, a dyke is not necessary. A good thermometer is essential for making ice. The best temperature for spraying is from zero to ten degrees above, but it is possible to start at twenty degrees. It is always best to have a few inches of frost in the ground before starting to spray.

If possible, do the spraying at night. The rink should be scraped of all cuttings before water is applied, since water sprayed over heavy cuttings will result in rough ice. Sprayed ice very seldom cracks, as a flooded rink often does, because the ice is frozen solid to the ground and there is no air space underneath.

There are many types of sprays on the market but any local tinner can make a good spray out of sheet iron or heavy galvanized tin with a coupling soldered in the end to fit the hose. The most convenient size hose is 1¼" by 1½". When the spray is attached to the hose, start spraying at the end of the field farthest from the water supply. Work across the rink back and forth, walking backwards toward the opposite end with one man behind to pull up the slack in the hose. When the rink is completely sprayed once, return to the starting point and start over. Continue in this way until the ground is entirely covered and a foundation has been built up.

The first layer of water may soak into the ground, since the water from the mains is warmer than the ground. This is to be expected, and if the temperature is low enough, ice will begin to form after the second spraying.

If snow has fallen on the field before making the ice, remove as much of it as possible and spray over the rest. Do not make the mistake of trying to melt the snow by pouring water on it. It will require too much water. When spraying over the snow, the surface will be very rough at first, but it will smooth out after several layers have been sprayed. Successful rinks have been built on a field covered with six inches of snow. It takes time and cold weather, but it can be done.

To remove a heavy snow from large rinks a

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Winter Sports for Michigan

A comprehensive Winter Sports Institute will, its sponsors hope, make this season's program of winter activities the best Upper Michigan has ever experienced

MICHIGAN is climbing the toboggan slide to bigger, better—and safer—winter sports for her northern communities.

After long-range planning and through the combined efforts of several workers on Michigan's WPA Recreation program, the following objective prompted twenty-one cooperating agencies to assist in conducting a state-wide Winter Sports Institute to be held in Ishpeming and Marquette, Michigan, December 9-14, 1940: "To provide personnel with fundamentals of skills and understanding of the scope and importance of a winter sports program to various communities. Individuals chosen to attend will be highly selective so they may serve as key people in their respective areas."

And Michigan will surely travel fast and far on her plans for 1940's season of wholesome, outdoor fun and entertainment, for the Institute's staff of discussion leaders, panel members, instructors and speakers includes representatives from groups highly qualified in theory and practice of successful winter sports program operation. In addition to stressing the importance of the activity to the individual, the normal development of community interests, including commercial, will be taken into consideration by the Institute.

Because of similar climate, topography, winter sports facilities and problems, Upper Wisconsin and Minnesota communities have been invited to attend the Institute with the assurance that the three states will be able to exchange ideas with each other to the advantage of all.

Among the agencies manifesting interest in Michigan's winter sports by participating directly or indirectly in the Institute are the following: Upper Peninsula Development Bureau; Central Ski Association (National Ski Association); National Park Service; United States Forest Service; State Conservation Department; State Highway Department; Ishpeming Winter Sports club; Ishpeming Industrial Association; City of Marquette; City of Ishpeming; Marquette Winter Sports club; City of Escanaba Recreation Department; Northern State Teachers College; Ottawa Tourist Bureau; National Youth Administration; Tourist Guide Demonstration Project, WPA; Ishpeming Ski club; Marquette County Public Schools; Michigan College of Mining and Technology; Work Projects Administration.

The program, in brief, will be as follows:

On Monday morning, December 9th, in Ishpeming, following registration and formal opening of the Institute by WPA Recreation's national, state and district staff, there will be a panel discussion, "Financing Winter Sports." In the afternoon the Ishpeming Ski Patrol unit will demonstrate ski patrol organization. Tournaments will be discussed, and this discussion will be followed by demonstration and group instruction of ski techniques. Winter sports movies will be shown in the evening.

Scheduled for Tuesday morning, December 10th, in Ishpeming, is a continuation of skiing demonstrations and group instructions. Group study and field work on facility planning, equipment layout, safety control, demonstrations and program construction for tobogganing will fill the afternoon hours. In the evening a second panel discussion will be held, and "Recreational Winter Sports" will be discussed.

Study groups in the planning and construction of facilities, field work on skating rinks, ski areas, specialized instruction in teaching skiing, bobsled slides and trails will keep Institute enrollees busy in Ishpeming the morn-

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Timberline Lodge *Photo by Roy Atkeson, Photo-Art Studios*

Winter Fun for All

OUTDOOR AMERICANS who only yesterday put away their bathing suits are now taking out their ski clothes and departing for the snowy hills where there is something new under the winter sun — winter sports for everybody.

Within the past five years the Work Projects Administration has built more than a thousand ice skating areas, 308 miles of ski trails, scores of ski jumps, and hundreds of such facilities as toboggan chutes, bobsled runs, slalom courses, warming houses, parking areas, outdoor fireplaces, and winter sports pavilions. These necessities have been built, and other hundreds have been improved, wherever weather is amenable to winter sports.

Moreover, the WPA has opened existing winter play areas to motoring throngs by building automobile roads into resorts which formerly could be reached only by tortuous snowshoe trails and mountain paths. WPA instructors have recruited thousands of new enthusiasts by making winter sports safe for beginners, and winter sports carnivals and contests each year attract hundreds of participants and thousands of spectators.

Some of the results are obvious. Throngs of Americans now sashay or glide over the whited hills instead of watching shadows at this bracing sport on moving picture screens as they did a few years ago. A holiday may be spent as pleasurably out of doors in winter as in summer. Windburns are becoming as common among indoor workers in December as sunburns are in July, and head colds are becoming much less common.

Some other results are less obvious. For instance, winter resort operation has grown from a negligible to a considerable business where improvements have increased the ranks of winter sportsmen from hundreds to thousands. Where winter sports facilities have been installed in summer play areas, the resort business has been prolonged from summer to year-round duration. Transportation lines have been established to carry crowds to and from winter recreation areas; and, in clothing and sports goods industries, winter sports clothing and equipment have become staple rather than novel lines. Sports tradesmen have announced that in 1935 (when the WPA program began) ski and snowshoe sales in the United States totaled only $417,000, but that in 1938 ski sales alone totaled $3,000,000, and Americans spent $6,000,000 for ski clothing.

Timberline Lodge near Portland, Oregon, the largest of the sports centers built by WPA is, in itself, a sizeable business. The lodge, a four-story building on the southern slope of Mt. Hood, covers about 10,000 square feet of ground, offers hotel accommodations to 240 guests, and is the center of a completely equipped summer-and-winter play area which affords ample room for 30,000

persons engaging in the sports of either season. The project, operated on federally-owned ground, was sponsored by the Forest Service Division, U. S. Department of Agriculture, built by the WPA, and is operated as a privately supervised concession which provides as many persons with year-round employment, directly or indirectly, as does a small village.

Of course, there is only one Timberline Lodge, but there are other large WPA-built or improved play centers; and whether it has operated on large or small scale, business and social benefits have appeared together wherever the recreational program has reached. What happened in Wisconsin is merely typical.

There government-built sports centers have been established at Stiles, Perkinston, Mt. Valhalla, Spur Lake, and Eagle River. The Stiles center, typical of these resorts, includes a toboggan slide, snowshoe trail, ski slope, skating rink, hockey rink, and shelter house. Winter sports carnivals, usually of several days' duration, have been established at each of these playgrounds, and thousands of spectators attend them. The resulting business increase is so great that in Hayward the merchants have taken over a WPA-established winter carnival as a promotional event. Visiting spectators occupy all living quarters the town has available for them, and many who are turned away take accommodations as far away as Ashland, 60 miles distant, and commute daily to the carnival.

In California the WPA, the United States Forest Service, and other federal agencies turned a rugged countryside into a winter play area forty-five miles northeast of Fresno. At this pleasure place, known as the Shaver Winter Sports Area, toboggan slides, ski runs, ice skating rinks, and a general play area cover six acres. There are large parking spaces, outdoor fireplaces, and the usual out buildings. This is not a large resort, measured by some of the biggest that WPA has built, but business recognized it as a community asset so important that the California Edison Company, the Chamber of Commerce, and even unorganized merchants have raised funds to popularize it.

Attendance reports have justified the business community's expectations. The project, begun in the autumn of 1938, was finished last winter, and was visited in the ensuing few months that remained of the winter sports season by 19,000 persons. Before winter sports facilities were installed, there was no mass visitation. The benefit which even 19,000 visitors confer upon transport lines into a sparsely-settled community, and upon local business, is obvious; and it is estimated that attendance during last winter's brief season will be far surpassed when the resort becomes better known.

Winter sports enthusiasts not only visit the huge Belknap Mountain Recreation Center in Belknap County, New Hampshire; they even build cottages nearby for winter or year-round use. Belknap, an all year recreation area, occupies about 700 acres. Winter sports facilities include a toboggan chute, expansive open ski slopes, a chair tow to carry skiers up a rise of 2,800 feet, ski trails, slalom course, 10, 20, and 60 meter ski jumps, the latter with a 50-foot steel tower supporting a starting platform and observation floor.

A 40 meter jump is under construction, and a 150 foot by 70 foot winter-and-summer recreation building is nearly completed. Plans have been drawn for an additional large recreation building to be roofed with an observation platform, a swimming pool which will be used in winter for ice skating and hockey, and for a mile-long bobsled run.

Another WPA contribution to the Belknap Center is an eight mile road connecting New York and Boston highways with the resort, thus making it easy to reach from both cities. Similar WPA-built approaches have opened other winter or winter-and-summer recreational areas to additional thousands — mainly working people who have only week ends free and cannot spend the time necessary to reach resorts by way of existing snowshoe trails and mountain paths. Where these tedious routes have been supplemented by automobile roads the ranks of winter sportsmen have increased from hundreds to thousands.

The WPA now is completing such a road in Idaho. Sun Valley and Payette Lake provide ideal winter playgrounds for persons who can reach them, but they are 185 miles and 110 miles respectively from Boise—too remote to serve the recreational need of office workers in the state's principal urban area. To remedy this plight the WPA is building a 19 mile, all-weather automobile road from Boise to the Bogus Basin where complete facilities for winter sports will be installed. Workers can then reach an ideal winter playground by automobile in forty-five minutes.

Many other winter sports areas have been opened to general use by major or minor roads constructed by the WPA. One of the longest of these in a 20 mile highway from Salt Lake City

Utah, into scenic Alta Basin, a natural winter sports terrain which is covered with snow from November until May. The U. S. Forest Service, sponsor of the road project, reports that 827 cars were parked at the Basin in a single day and that 98,000 persons engaged in winter sports there in a single season after the road was built.

The Forest Service has reported unexpected results from construction of new roads into winter sports areas, and from keeping new and old roads open and sanded in winter for sportsmen's convenience. One result is that numerous communities, previously snowbound several times each winter, now enjoy cleared thoroughfares regardless of weather. Another result is the appearance of hundreds of winter motorists who drive through the countryside for its wintry beauty. A Forest Service publication reports that in some regions winter motoring "promises to become, in point of participating persons, the leading winter sport. . . ."

For city dwellers who cannot reach outlying resorts, the WPA has built winter sports facilities in urban areas. One of these borders North Avenue on the outskirts of Burlington, Vermont. It consists of a long toboggan slide, bobsled run, skiing slope, coasting slope, and warming houses. The whole area is floodlighted so that it may operate day and night. Five hundred to six hundred persons play there daily, and two other Vermont towns, Richford and Enosberg Falls, also have urban recreation areas that attract additional hundreds.

Several cities have devised means of making summer sports places serve also for winter use. In Colorado, the WPA installed equipment for icing tennis courts at Denver, Boulder, Fort Logan, Golden, Pueblo, and Fort Collins. Flooded and frozen in winter, these courts become skating and hockey rinks. The same practice is followed in many other cities, and quite often facilities built especially for winter sports are equally useful in summer. Indeed most of the large ice skating pavilions, because of their great seating capacity, are engaged winter and summer for civic meetings when they are not demanded for sports events. The chair tow, especially installed at the Belknap Center to carry skiing parties up a 2,800 foot rise, is used in summer to lift tourists to a commanding observation point.

By its non-construction program, too, the WPA has done much to make winter sports a popular rather than an exclusive recreation. It has stationed instructors in nearly all the winter playgrounds it has built or improved. These experts, by offering instruction which makes even skiing safe for beginners, attract hundreds of persons who would never attempt winter sports alone. Many of these beginners, once initiated at public resorts, become patrons of privately-owned playgrounds; and nearly all of them become customers of the sports equipment and sports clothing industries.

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Juniors of Eau Claire, Wisconsin, are given ski instruction. WPA built the ski slide.

Courtesy WPA, Washington, D. C.

A Novel Backyard Winter Carnival

By ELIZABETH DONNELLY
National Recreation Association

IF WINTER is weighing heavily on your shoulders and you are tired of the fireside, why not invite your friends to a winter carnival in your own backyard or in some nearby park area, field or open space? Remember when you used to play fox and geese and make angels in the snow? The forts you built and the snow fights? Have you forgotten how to throw a snowball straight? Then it's about time you brushed up on your backyard skills and gave your friends a chance to do it too. They'll love it!

As chairman of your own planning committee, you will have a weather problem. It is impossible to predict in advance, but try to select a night when there will be plenty of fresh snow on the ground and a fairly bright moon. Since the party will be out of doors, a very cold night may cut down your playing time. A trip to the weather bureau may help you select a carnival date. Colored lights strung between the trees will give the yard a gay carnival air and help the moon solve your lighting problem. A camp fire or automobile head lights will also brighten up your play area.

Fold sheets of blue construction paper and staple them to look like regulation carnival programs. Print or write your invitation in white ink. On the cover a snowman or befurred Eskimo may announce, "Official Program for (*insert your last name*) Winter Carnival." The cover will also include an announcement of time, date, and place. The first page may announce (*your name*) as general chairman of the committee and the program of events will begin on the second page. A few outstanding games have been selected for the example shown in the right-hand column, but you may list your events in any order you wish.

Use as many games as you wish, but remember to alternate very active and less vigorous games. Many of your guests have not frolicked in the snow recently and will tire readily. Give them a chance to catch their breath, get dry mittens, and then begin again. If other forms of these games are popular in the neighborhood, use them.

EVENTS OF THE NIGHT

8:30 - 10:30 P. M.	Carnival Games
	Fox and Geese
	Target Practice
	Pom Pom Pullaway
	Follow the Leader
	Snatch the Ball
	Flashlight Tag
	Snowflake and Snowdrift
	King of Snow Mountain
10:30	Warming-up Banquet

Make up comic advertisements on the blan pages of your Winter Carnival program-invita tions. They will brighten up the pages and hel you explain some of the party program to you guests. One of the ads might suggest that eac contestant come warmly dressed for an outdoo evening, warm caps, socks, mittens and mufflers Advertise for extra pairs of dry socks and mitten for the use of "frozen" guests. A cosmetics a might advise the use of cold cream to preven windburn and chapping, and let the Not-So-Hc company promise chocolate or coffee to the guest at intervals during the evening.

Carnival Day Arrives

Some of the games require a little previou planning, since sticks and balls must be read ahead of time. A bump-the-bumps slide can b built in the afternoon and if you prefer, the fo and-geese wheel may be tracked down in the sno and left ready for the guests.

When the carnivalites arrive have a large sig in front directing them to the back yard for fe tivities. Do not invite them into the house whe it will be warm and they will waste time removir heavy clothing. Impromptu snowball fights w keep early guests busy until all arrive. If you a planning the party for a nearby park, have the meet in your yard and go together. In either ca it will be fun to have each boy call for his par ner and bring her to the carnival on a sled.

If you plan to give prizes, awards and trophi can be improvised for carnival winners and pr sented at the banquet. Toy skis and skates, m

"King Snow" rules over this party, and what a jolly old tyrant he is!

ere is refutation of the charge that nerica is getting "soft"! This party y be a little on the strenuous side, t we guarantee that you'll enjoy it!

tens, or white soapstone figures make appropriate gifts. Winning teams can be presented with tin cups with the name of the event painted in black or white. Instead of prizes for some games, losing teams can be forced to pay forfeits. Make them do stunts in the snow, or have them go into the house and serve hot chocolate to the winning team. If you are at a park, let them serve a hot drink which has been prepared in thermos bottles and brought along. Guests will appreciate this in the middle of a cold evening.

These Games Are Fun, But Rough

Fox and Geese. A large circle from fifteen to thirty feet in diameter is marked in the snow and crossed with intersecting lines like the spokes of a wheel. The foxes scatter around the rim of the wheel with one fox, or player, in every den (intersection of spoke and rim of wheel). A Hunter stands in the center of the hub of the wheel. The object of the game is for the foxes to run along the spokes or around the rim to another den without being tagged by the Hunter, who cannot tag a fox when he is safe in a den. Players may not run into fresh snow or make new trails. When running along the spokes foxes cannot change to another spoke at the hub. The Hunter, however, may run along any spoke in any direction he wishes. When a fox is tagged he becomes the Hunter. Instead of Hunter and foxes, players may be called fox and geese. (For a large number of players, two wheels will be needed.)

Fox and Geese. (Double rim.) A variation of the wheel can be made with two rims, several feet apart. The dens are found at the points where the spokes meet the outer rim. In this game there is always one more fox than the number of dens, so that the extra fox is always trying to get into a den vacated by another one. Here again the object is for the foxes to run from den to den along the spokes and around the rim without getting caught by the Hunter. They may run on the inner rim, but will find safety only in the dens. This time foxes need not run straight across a trail, but may turn off at the hub. No fox may turn back on a trail, however, but must go on to the first intersection. Again the Hunter may run anywhere on the wheel and the fox tagged becomes the Hunter.

Follow the Leader. This game can be adapted to a large or small area and can be made amusing by a clever leader who requires guests to do stunts in the snow, step in his tracks, shake snow from overhanging branches, pass snowballs down the line or turn somersaults in the snow.

Dodge the Snowball. Track two large concentric circles in the snow about fifteen feet apart. Divide your party into two equal teams. One team scatters within the inner circle while the other team scatters in the area between the two circles. The center team makes snowballs and throws them at players on the rim who try to dodge. While dodging the balls, rim players may not run outside the outer circle, and snowball-throwing players may not run outside the inner circle.

If a player is hit, he joins the team in the center of the circle. The last player in the outer rim wins. Then the teams change places, with the circle team going inside and the snowball throwers coming out to the rim. (A variation of this is to let the outer circle make snowballs and try to hit those on the inside.)

Squirrel Nest. Make small circles in the snow to represent trees. Put two squirrels in each tree. Two odd squirrels are supposed to be looking for new nests because the farmer has cut down their tree. At a whistle blast, all squirrels must change nests. Those who fail to get into a nest must then

go searching until the next blast. Frequent whistle blasts will keep this game going.

Flashlight Tag. This is best when played on a dark night and is not particularly suitable for bright moonlight. The player called "It" carries a flashlight, takes a few minutes' start, and at a signal the other players chase him. He flashes his light from time to time to give the chasers a clue to his whereabouts. The one who succeeds first in tagging "It" takes the light and the game begins again. Each guest may be asked to bring a flashlight and the game can be played with one "It" player attempting to catch the others, who flash their light on and off tantalizingly.

Shadow Tag. If the night is bright, this game may be substituted for Flashlight Tag. The object is for "It" to tag the others by stepping on their shadows. When a player is tagged, the former "It" must run quickly away or his shadow will be easy prey to the new "It."

King of Snow Mountain. Build a large hill of snow and sprinkle water over it to make the sides slippery. This may be done before the party or by the guests. One player is chosen king, and his duty is to stand at the top and guard "Snow Mountain" from all enemies. The others swarm up the hill and try to dislodge him, crowning a new king, and then repeating the process. If the party is large, two guests may choose armies and one group try to dislodge the "Royalists" from the hill.

Ring-a-Lievio. A five-foot square is outlined as a den. Two sides are chosen. Leaders draw lots to see which group shall hide first and the losing group goes to the den. Members of the first group run to a distant point, call "Ready," then scatter and hide. As soon as the players in the den hear the call, they start out on the chase, leaving one player to guard the den.

When a player is caught securely, the catcher calls "caught," and takes the prisoner to the "den." The object of the game is to make prisoners of all the members of the hiding team. A prisoner may be freed from the den if one of his fellow hiders tags him when the den-keeper is not looking. As they both run to safety, the rescuer calls "Ring-a-Lievio." The den-keeper can try to catch them but may not pass beyond boundaries which have been set up for him. The last person to be caught is the winner.

Snow Leap Frog. Instead of merely jumping over the backs of players, try having your guests crawl between their feet, or alternate the two procedures. If done in deep, soft snow this will be more difficult and will provide more fun. Balance snowballs on the back of stooping players and have others clear the balls while leaping.

Snow Fort and Battle. Even the most dignified guest will appreciate a good, old-fashioned snow fight. Let every one help build the fort. Steps can be made on the inside of the four walls so that defenders may climb to the top of the wall inside. Loopholes are left in the sides through which snowballs can be thrown. Each army can then make a pile of snow ammunition, and at a given signal the battle begins. Improvised cardboard shields will help attackers protect themselves. If time is limited, a wall may be substituted for a fort. Enemies only attack from the front of the wall. If they can drive the defenders from the wall, they win. If the defenders can hold the wall until all ammunition is exhausted, they get the prize.

Pom Pom Pullaway. Two lines are drawn in the snow thirty to fifty feet apart. All players stand behind one line, except "It" who stands in the center of the open ground. He calls any player by name and adds a formula as below:

"John Smith, Pom Pom Pullaway
Come away, or I'll fetch you away."

The player called must run across the open space to the safety line on the opposite side, while "It" tries to catch him before he reaches the line. If he gets over safely, he remains there until all of his comrades have joined him or have been caught. Anyone caught by "It" joins the latter in helping to catch other players as they dash across the open space, but the one originally "It" remains the caller throughout the game. After all the players have been called, those who have succeeded in reaching the other side try to return to their first goal in the same way. The first player who was caught is "It" for the next game.

Bump-the-Bumps. If you have a slope on which to play, a bump-the-bumps slide can be made before the party. Water, snow and simple tools are needed. The slide may be four feet or more wide and up to 150 feet in length. Side slopes are rounded outward like a bowl and may be five to fifteen inches high. The slide is wavy and bumpy on the slope and flat on the level places.

Slopes vary between ten and thirty degrees having abrupt bumps or rough surfaces.

A piece of cardboard from a packing carton, a broom, shovel, piece of smooth board or sheet of old tin will serve for rides. When sitting on an ash can cover or round pan, riders will spin down the slide. Guests may stand up or form a train of riders with arms around each other's waists. Caution guests to be careful, especially if the slide is very icy.

If no slope is available, the mountain used in "King of Snow Mountain" may be built higher and sprinkled with water to make an icy slide.

Trailing and Tracking. This game is best adapted to a large area where the snow is still fresh. If the night is bright, trail making and tracking can be fun. Give the trail makers a ten to twenty minute start. The ability of the others to follow their trail will test observation and perseverance. Blind trails, a double trail which circles in two directions, then merges again, or walking on a fence will help hide the trail and add to the fun.

If Your Guests Are Tired, Try These!

Target Practice. Snowball target practice can be worked out in many ways. Guests may be asked to hit a snowman or a section of the trunk of a large tree which has been marked off with the rope. Give each guest an equal number of snowballs and let them take turns trying to hit the target.

Snowflake and Snowdrift. Divide the group into two teams, the Snowflakes and Snowdrifts. Line them up in parallel lines eighteen inches apart, back to back. Each player makes one snowball. The leader calls "Snow——flake" or "Snow——drift," holding the "Snow———" as long as possible. The side called turns and throws at the others who run back to their safety line, about thirty feet behind the center line. Anyone who is hit joins the opponents. Before a second call is given players must all return to the center lines. The side which finally has all of the players wins.

Snow Snake. This old Indian game is played by skimming or skipping sticks over the hard surface of the snow, as stones are skipped over water. Each player is provided with from three to five small sticks. These may be especially whittled, or just pieces of branches. A perfectly smooth stick with some weight is best. Each stick is notched, one notch on the first stick, two on the second, etc. Players stand at a given line and take turns skimming their sticks over the surface of the snow, each player throwing but one stick at a time. When each player has thrown one, the stick that has gone farthest scores for the thrower the number of notches on it. For instance, if the stick has but one notch, the score is one for that player. The sticks are then gathered up and put to one side, and each player in turn throws the next stick in his bunch, the successful player of the first round having the first throw in the second round. This is continued till all sticks are thrown. The highest scorer wins, either within a limited time or when a certain score is reached. Caution players to stay behind the line so they will not be hit by flying sticks and suggest that they aim below shoulder level.

Snatch the Ball. Two teams are lined up on the goal lines at opposite ends of the field. Midway between the lines a black rubber ball is placed on the ground. In line with the ball, a starting base is marked on each goal line. A runner starts at a given signal from each goal line, and the object is for one of them to reach the ball first, pick it up, and hit his opponent with it before he can reach his own goal line again. Each hit is a score for one side. If the player misses, no score is made. When runners return to their places the next two in line come up. Highest score wins for a team.

Snow Pushball. Let the boys play against the girls. Roll up a snowball that is three or four feet in diameter, the larger the better. Now tramp two clear parallel lines twenty to thirty feet apart for the two goal lines. Roll the ball midway between them and you are ready to play. The girls get on one side of the ball and boys on the opposite side. Each team tries to push the ball across the home line of the others. The team which succeeds wins.

Pushball can also be played with two large snow balls. Teams come at a signal from opposite sides of the field and try to push one ball over their opponents' line. Players must use their own discretion on when to push their own ball and when to dash back to hamper the opponents. Each time a ball crosses an end line a point is scored, and a re-start made from the middle.

Snow Sculpture Contest. Let each guest or pair of guests choose some simple object to sculpture in the snow. Keep choices a secret. If possible, provide pieces of wood which can be used as a foundation for the figures. Pile snow over this

framework and cut away until figure appears as you wish. If snow is not sufficiently plastic, moisten it with a little water. Simple properties can be provided and used such as stones, pipes, feathers. Prizes may be given for the funniest and best. A booby prize may be appropriate for this game.

Winter Paddle. Fold a piece of newspaper in several thicknesses about three by eight inches. Crumple one end to form a handle by which players can grasp the paper paddle, which must be firm but flexible.

One guest is chosen to stand in the center of a large circle of players, who crowd together shoulder to shoulder so that Center cannot see what goes on behind his back. As Center turns round and round in an effort to watch everyone, the players slyly pass the paddle from hand to hand behind their backs. Whenever a player has an opportunity, he paddles the Center, quickly puts the paper behind his back, and passes it on to the next player before he is caught.

Players may hit the Center with nothing but the paddle, but they may use any other feints to mislead him—pretending to pass it or making a false move as though to hit him. The Center must catch one of the circlemen with the paddle actually in his hands. When he does, the guilty one becomes Center. Rapid action and good winter fun can be had with this game if the Center moves around quickly and circle players are sly in their paddling.

If Toes Get Cold, Try Running!

Many ordinary races can be adapted for running and sled races in the snow if the area is large enough. Here are a few:

Eskimo Jumping Race. Line up all guests at a starting place. Have them fold their arms across their breasts, knees rigid and feet close together. Jump forward in short jumps. The course may be as long as you choose.

Snow Crab Race. Let each racer lie on his stomach on a sled. Set the goal line and at a given signal the contestants push the sleds forward with their hands. No contestant may use his feet to make the sled go forward.

Snow Tow. Work in pairs, one boy and one girl. Have the boy pull the girl on the sled and line up for the start. The course can be twenty-five yards and back. For variety reverse the process and have the girls pull the boys.

Push and Coast. Once more choose pairs. Let one teammate give the one on the sled a running push up to the take-off line. The sled which coasts farthest wins. Distance is measured from the take-off line to the forward point of the sled when it has stopped.

Belly Flop. Line up the contestants, each with a sled in hand. At a signal have them run to the take-off line, flop on their sleds and coast. Greatest distance wins this race.

Let's Warm Up at the Banquet

A bonfire banquet in the park or in a large yard will be fun for the carnivalites, but if the evening is cold a warm-up banquet in your own home may help thaw out your guests. Hamburgs, hot dogs, cocoa or coffee, and winter apples will satisfy the hungriest contestant. Indoors a carnival table can be set and any hot dish served.

Winter Favors are easy to make and will transfer the carnival spirit to your banquet table. Snowmen are built with toothpicks, a small twig, and five marshmallows. Put three marshmallows together for the body. Another one turned on its side becomes a head, and a few cloves will give the snowman a nose, eyes, mouth and buttons down his front. Arms are fashioned from the last marshmallow cut in two and stuck to his sides. A twig under one arm gives your snowman a jaunty air. This favor may be used as a place card by gluing it to the corner of a plain white card.

Graceful skiers for your table can be made with pipe cleaners, a button, and emory boards. Two pieces of the pipe cleaner are twisted together for the bodies leaving the ends free at top and bottom for arms and legs. Fasten a button or bead head of the proportionate size to the top of the body with thread wire. Paint on the features and make a tiny ski cap of paper or cloth. Bits of arms and legs can be bent up for hands and feet and emory boards or toothpicks glued to the feet for skis. Legs and arms are easily twisted into many comical positions. Tie a bright piece of cloth around the necks of your skiers for scarves and let them perform on a snow-white banquet cloth.

Guests can complete the evening by toasting marshmallows, apples, nuts, and still-frozen toes. It will probably take several hours to thaw out well-snowed contestants and several days to limber up the joints of exhausted carnivalites, but your backyard winter carnival will be remembered as the winning event of the winter season.

Winter Sports in California's "Southland"

By JAMES K. REID
Superintendent
Department of Recreation
County of Los Angeles
California

Since 1930 California has been actively promoting a successful winter sports program

INITIATING the development of winter sports in the southland of California, a state-wide winter sports committee was organized in 1930 under the sponsorship of the California State Chamber of Commerce. The object was the promotion of winter sports. This committee was composed of railway and oil company officials and representatives of retail and wholesale organizations as well as civic groups. The general organization was broken down into subcommittees: newspaper publicity, radio publicity, billboard publicity, motion pictures, oil company cooperation, department store cooperation, and snow removal. Later on, the Winter Sports Committee of Southern California was created with the same type of representation as the state-wide committee.

Out of these two committees grew hundreds of organizations of winter sports enthusiasts. At present there are five major ski clubs, hockey leagues, skating clubs. Winter sports groups in schools, colleges, and universities sponsor cross country skiing, open up ski trails, construct ski huts for overnight trips, promote skating tournaments, and, in fact, cover the whole field of winter sports activities.

Commercial groups with an interest in winter sports profit by participants who visit winter sports areas. Thousands of miles of travel in automobiles means that the consumption of gasoline is increased, the sale of tires and all other automobile accessories increases.

Winter sports today demand appropriate clothing and additional business results from the sale of clothing and equipment. In Los Angeles twelve major firms, including two national concerns, regularly stock winter sports merchandise. During the early part of the winter the stores stage winter sports fashion shows; a number of clothing manufacturing concerns style winter sports garments and manufacture them. Knitting mills are particularly active. The fashion world is looking toward Hollywood for winter sports designs.

We do not contend that this is exclusively a Southern California activity, but we do claim that it is a plan that has made Southern California snow conscious.

The Los Angeles County Department of Recreation inaugurated a first attempt to popularize winter sports in California in the winter of 1927-1928. The first installations were a small toboggan slide and an ice rink. Then a medium size ski jump was installed. The Winter Sports Carnival held that winter has become an annual affair. Later we constructed a large ski jump which has provided facilities for many ski events in which such well-known ski jumpers as Casper Oimend, Ray Mikkelson, Ralph Wingaard, Alf Engen (who made a record jump at Big Pines of 257 feet),

Halver Hvalstad, Paul Christensen, Rudd Brothers, and Otto Anderson (the champion of Norway who exceeded Engen's jump by eleven feet) jumped from the Master Ski Hill at Big Pines.

The snow conditions in California are quite satisfactory. To be fairly satisfactory for skiing, snow must be at least fifteen inches deep and the temperature must be around the zero mark. In the California mountains the snow falls fast and deep. It packs hard and takes a long time to melt. The first fall of snow, usually in December, begins the season and good skiing continues until about March 15th. Some of the higher mountain elevations have very good skiing into June and often through the Fourth of July.

The problem of transportation to the ski areas is quite important and quite different from Eastern states. As the areas are centralized along steep mountainsides or in valleys, a considerable amount of traffic congestion is involved, resulting in serious parking difficulties. For instance, during a ninety day period in 1938, 91,274 persons attended Big Pines; to transport them 24,378 automobiles were required. The day that Alf Engen jumped 257 feet 25,000 people crowded the area.

The companion activity of skiing is skating. Snugly fitted into the mountain canyons are outdoor skating rinks, large and small, which compare in use to larger rinks in this country.

Yosemite has been holding the California State Figure Skating Championship for years. At one time four state-wide skating clubs, with the combined interests of the California clubs, were part of the National Club of the United States and many major ice hockey leagues.

Records show that at our Tenth Annual Winter Sports Carnival many talented young women well known in the skating world have offered popular entertainment in fancy skating at the Big Pines rink. University students came to attempt to break the collegiate speed skating records. As many as two thousand people were enjoying the skating facilities each week end.

In order to place winter sports events in their order of importance regarding attendance in Los Angeles County these figures may be cited:

Event	*In Operation*	*Persons*
Junior Ski Jump	90 days	18,216
Master Ski Jump	2 events	14,550
Wild Cat (estimated)	90 days	11,000
Ice Rink	38 days	10,548
Toboggan	10 weeks (approx.)	4,286
Table Mountain Ski Fields	90 days (approx.)	4,000

These figures do not take into account the many hundreds of skiers who, intent upon getting out for a tour, left no account as to their numbers.

The Table Mountain Ski Fields at Big Pines are used more or less as a schooling ground. A ski captain engaged to give free lessons in the rudiments of skiing is stationed in the ski fields to lend assistance to all who may require it. This method of promotion has produced splendid results as some 713 skiers availed themselves of this instruction during the months of January and February 1940.

In many ways winter is the most exciting season for the California lover of the outdoors. It brings to California the happiest contrast of any season. Some groups object to publicizing the fact that there is snow in California. Many organizations proceed on the theory that the proper advertising should be perpetual sunshine with ocean bathing 365 days of the year. We believe, however, that the tourists and residents of California came here from the East to avoid constant cold weather and the resulting confinement indoors for long periods rather than to avoid the snow itself. Thus skating on an outdoor rink or sliding down a snow-covered mountain with the sun shining overhead is not an objectionable feature at all. In fact, last winter a man who was skiing at Soda Springs in Northern California related this story:

"I skied through the area for several hours. I had on ski trousers made of serge, a thin sweater such as I use for golf, and the usual summer undergarments. I was so warm that I had to remove the sweater and stop in the shade to cool off. That night, New Year's Eve, I drove from one resort to another and the thermometer was registering as low as nine below zero."

This instance bears out a previous statement that clothing is one of the important factors of skiing in California.

The growth of interest in winter sports has taught us many things. If we expect our areas to be patronized, much care and attention must be given to first aid and to winter sports bulletins giving depth of snow and weather and road conditions. Ski runs must be kept well posted. Parking areas must be kept free of snow. Policing must be provided for the purpose of protecting the public against snowballing and improper use of facilities.

A New Year's Eve Celebration

When 1941 joins the procession of years, how will the young people of your city greet the newcomer?

WHAT CAN be done for the fun-loving young people who go out ach New Year's Eve in earch of a good time unpoiled by rough housing and rowdyism?

Early in January 1939, and again in November f the same year, the staff members of the Trenon, New Jersey, Y.M.C.A. met to discuss this roblem, particularly in its relation to Trenton outh. The celebration to welcome in the year 940 seemed to create a particularly difficult sitation since December thirty-first fell on a Sunay. Following considerable discussion at the secnd meeting the staff members decided to attempt solution of their own on the coming New Year's ve.

The following day the general secretary of the .M.C.A. raised the New Year's Eve question efore the Trenton Council of Churches. The lergy, deeply interested in the subject, discussed at length, and it was decided that four or five hurches in the city which provided for natural eographic areas might be opened for the youth in ose districts on New Year's Eve, and that the hurches in each area might cooperate in planning n adequate program. The Council then voted to stablish a committee to study the New Year's ve question.

The committee laid the project before a group f lay church youth leaders and representative outh from the churches, who immediately endorsed e plan. Together they decided that the Y.M.C.A. hould carry out the program in the Y.M.C.A. uilding under the sponsorship of the Council of hurches.

Contact was made with the pastors and the oung people's groups of the various churches, nd sixty-six young people responded to a call or a meeting of representaives. At this gathering the epresentatives were assigned o working groups, each roup meeting for forty-five inutes with a Y.M.C.A. ecretary to plan different hases of the evening's enrtainment. The sections assembled after the forty-five minutes and pooled their recommendations.

"Icebreaker of 1940" was the name selected for the frolic. A committee member in the printing business received an order to print the invitations which would then be distributed by the committee in the churches on the following Sunday. A second committee planned the program for the early hours of Sunday evening; a third prepared a watch night service. A ten piece orchestra was engaged. Each young people's group was asked to select its own chaperones.

The following Sunday tickets were released and distributed through church young people's groups. Tickets, "$1.00 stag" and "$1.50 drag," included the cost of breakfast. Reservations were set at four hundred, with ticket returns to be in by Friday, December twenty-ninth. Friday came and ticket returns showed reservations well over the four hundred mark. All day Friday, Saturday, and Sunday calls came to the Y.M.C.A. for more tickets. An estimate put the extra demand at more than five hundred.

The decorating committee was at hand at two o'clock on Sunday. Soon the gym in the Y.M.C.A. was transformed into a veritable fairyland; pink and blue ribbons hung from center rings and three gross of balloons were suspended from the ceiling in cellophane bags. Paper hats, serpentines, and noisemakers had been ordered in advance. Everything was ready.

At nine o'clock the first young people arrived, and from then on the two men at the door were kept busy. No one was admitted without a ticket and no tickets were sold at the door. The checkroom facilities were taxed to the utmost as 561 young people of high school and college age trekked into the Y.

The program in the auditorium began at ten o'clock—entertainment, community singing and a quiz in which contestants represented the churches. At 11:15 all lights were extinguished as committee members carried

"When we celebrate the first day of the new year we are following a custom that dates back to the very dawn of our civilization; for nearly all peoples have observed a new year's celebration though the time has varied widely—sometimes as early as the autumnal equinox about September 21st, and sometimes as late as Midsummer's Day, June 22nd."

lighted candles into the hall. A watch night service was conducted and one of the pastors addressed the group.

At 11:45 the guests went into the gymnasium, receiving noisemakers and hats. Quiet reigned in the gym as the second hand on the clock approached twelve o'clock. Then pandemonium broke loose! The orchestra started playing "Auld Lang Syne" but was drowned out by the cheering and the noise. A snake dance emerged, hemmed in on all sides by the cheering crowd on the floor. Ten minutes later the dancing started.

The cafeteria had been opened for free punch and the sale of other refreshments. An amplifier carried the dance music to this room. The bowling alleys were open and soon over a hundred young people were to be found there. The ping-pong and billiard tables were put into use. A log fire in the foyer attracted a large group as did the decorated lounges on the second floor.

Many other individuals tried to enter the Y during the early morning but they were kept out. Even pastors returning from watch night services had to identify themselves before they were admitted.

Starting at two o'clock breakfast was served, but few went down at this early hour, for the other parts of the program were too interesting.

The orchestra was engaged until three o'clock. About 2:45 twelve hundred packages of serpentine were distributed on the dance floor. Rip cords were pulled, releasing the balloons in the cellophane bags, and as the balloons floated down among the paper streamers the dancers punctured them. Lights flashed amidst the shouts and laughter and general gaiety.

Then came the rush for breakfast, and during the next hour and a half every facility of the cafeteria was used to capacity. About a hundred young people sang around the fireplace until the busses started running at five o'clock in the morning.

All during the night there had been not a single evidence of liquor and no rowdyism or rough housing.

A deluge of telephone calls told of the success of the party during the next few days. The Council of Churches expressed appreciation at a meeting on the following morning; pastors who had personally opposed the dance were glad to join in this expression. Parents were enthusiastic in their thanks. Letters were received from boys and girls who had returned to college. Parents in other cities, having heard about the party from their own boys and girls who were college classmates of Trenton young people, wrote to ask about the party. Official boards of churches in their January meetings voted on and forwarded these to the Y.M.C.A.

The Y.M.C.A. has agreed to extend the use of its facilities to welcome in the year 1941. Non-church young people want similar parties; young married couples are asking for consideration. The success of this venture indicates clearly one important conclusion. The provision of adequate facilities for well planned entertainment on New Year's Eve will bring a great response from young people and parents alike. Trenton recommends such a celebration wholeheartedly.

A New Year's party for twelve people is described in "Successful Farming." The first activity is hat making. An assortment of crepe and tissue paper of all colors is brought into the room and placed on a large table convenient to all. Thimbles, pins, needles, spools of colored thread, rolls of colored paper, ribbon, artificial flowers from cast-off hats and other materials are supplied, and the guests are told that they must make some kind of headdress. They may use any color or kind of material furnished, but the products must be hats suitable for the different months of the year, though the month is to be kept a secret! Then in a whisper each guest is told which month his hat is to represent. A bell is rung and twenty minutes are allowed for making the hats. Here are a few hints for hats:

January—beret, skating cap, toboggan cap
February—cocked hat, tall silk hat (Lincoln's)
March—green "stove-pipe" hat, Irish paddy's hat
April—dunce's cap, funny umbrella-like hat
May—flowery, springlike hat, May Queen's crown
June—white bridal veil, mortar board
July—replica of Uncle Sam's hat
August—bathing cap, any floppy summer hat
September—school cap, beret, stylish fall hat
October—witch's hat, orange and black masquerade
November—Pilgrims' hats for men and women
December—Santa Claus hat, red and green hat

At the end of the allotted time the bell rings and all work ceases. Hats are placed on their makers' heads and are judged after the players tell the months represented. Guests are requested to wear their hats all the evening, and they are called by name of the month they represent. Calendars make attractive prizes.

Winter Activities in Minneapolis

Not forgetting Eskimo Day, a popular event in the City of Parks and Lakes

By HAZELLE ERICKSON
Recreation Supervisor
Board of Park Commissioners

THE WINTER season is an extremely interesting and popular one in this area where there are so many opportunities for all kinds of activities. Our parks and lakes make it possible for everyone to enjoy skating, tobogganing, skiing, and every outdoor sport one might desire. In addition to the outdoor activities, many of our parks and playgrounds have buildings suitable for indoor activities such as craft games, parties, dancing and highly organized games such as basketball and volleyball.

The municipal hiking club provides outdoor activity for a large number of people interested in hiking. During the last year 106 hikes were scheduled, and the 5187 hikers who attended covered 529 miles. The skiing clubs are growing steadily and rapidly, now having a membership of ninety-three. The figure and speed skating groups are also growing. Eight races were held last year with 2,652 participants and 50,000 spectators. The park rinks are the practice ground for most of our speed and figure skaters. Powderhorn Park has a speed track and most of the contests are held there each year with contestants coming from the entire northwest and even Canada.

Several of the larger parks provide ample room for ski and toboggan enthusiasts from the beginner to the professional, from the tiny tot to grey-haired grandmothers.

Eskimo Day

The park recreation program also cares for the hundreds of children who may not be skaters or ski and toboggan experts. An "Eskimo Day" was started last year for girls. The week or two preceding the special day was spent in practicing the events and in making equipment to be used. The final day was one of our coldest days last year, but in spite of this both old and young came out to watch and participate in the activities. Ribbons were the only awards. This year the boys will be included for we found that they felt very much left out—thus the event will be a winter play day for all.

A bulletin was sent out suggesting events for the day, and many new and novel ideas were added. With more time for planning and a bigger variety of games, "Eskimo Day" will be just as popular an event as the track and play day in the spring. Events suggested were shuffle ice, swish boating, snow hockey, and snowshoeing.

Shuffle ice was merely an adaptation of shuffleboard played on ice. In some sections the shuffleboard equipment was used, and at others old brooms and a disc of wood made up the equipment.

Swish boating proved to be popular with adults as well as children. A sailboat is made of the end of an apple box about six inches long with one sail. A whisk broom or hockey broom is swished fast behind the boat, as in curling. Instead of sweeping behind the boat, it was found that the ever-present wind was sufficient to sail the boats. Much experimenting was done with various kinds of materials and with the size of the sails.

Children enjoyed the snowshoeing on cardboard snowshoes and various forms of races and relays were used.

Snow hockey for girls has become a real game, and even those girls who were ice hockey-minded are enjoying the game. Ice hockey is definitely not a girls' game and we find snow hockey is taking its place. The rules are simple and few and the equipment merely an old broom and a soccer ball.

The children were organized into tribes and snow igloos were made. Totem poles were built and dyed with colored paper. This modeling, of course, was easy to encourage as Minneapolis has had snow modeling as a winter hobby for years. One may find modeling everywhere from top heavy snowmen to figures twenty-five to thirty feet in height that are really works of art. Ice churches from which may be heard Christmas hymns, huge prehistoric animals in snow, and Indian heads with colored ice headdress are seen and admired by thousands.

(Continued on page 564)

Planning a Winter Sports Area

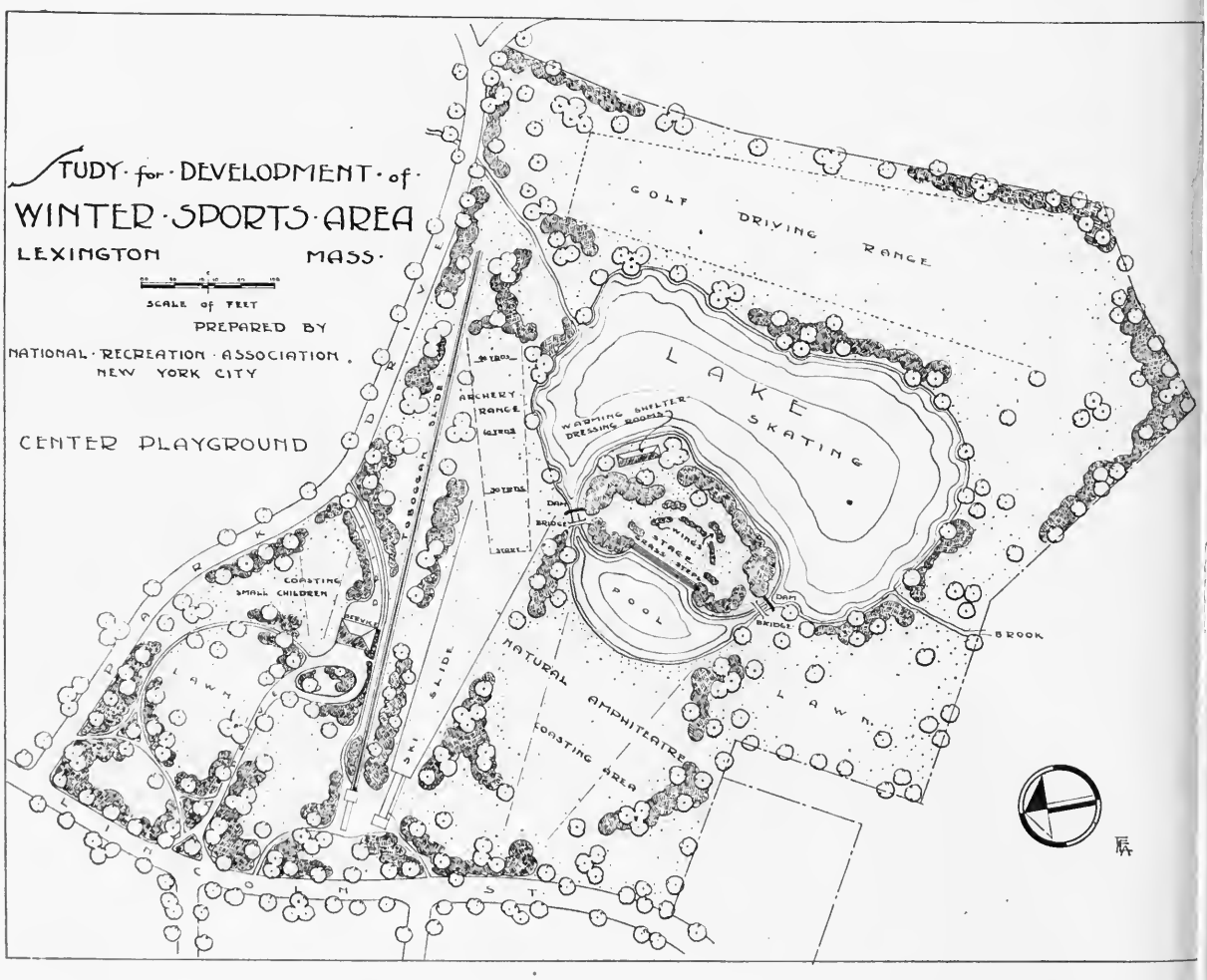
THROUGH the generosity of J. Willard Hayden, the town of Lexington, Massachusetts, recently acquired a piece of property twenty-five acres in size adjacent to Center Playground, a centrally located play area of the community. In view of the unusual possibilities of the area, John J. Garrity, Superintendent of Parks and Playgrounds, requested the National Recreation Association to prepare a study for the subsequent development of the property. Much progress has already been made in carrying out the plan.

The entire area has been so treated as to produce the atmosphere of an intown park. The sketch shown below illustrates the design of a multiple use area on the property with emphasis on winter sports activities and other facilities necessary to round out the opportunities offered by the community for a diversified recreation program.

The natural topography of this area lent itself well to the type of facilities shown. Unfortunately the plan does not indicate topography, but it should be noted that there is a considerable slope from Lincoln Street (at the lower left corner of the illustration) to the east end of the property. This natural incline provided an excellent location for coasting, skiing, and tobogganing facilities. A toboggan slide approximately nine hundred feet long, a ski slide, and a special coasting area for small children accordingly were planned on this portion of the property.

The sketch provides for the creation of an artificial lake. Not only does the lake add materially

(Continued on page 565)



It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

AMERICANISM. The biological law of heredity and the civic law of free speech still exist in America. Send for free map (35 x 35) showing where Americans come from. Council Against Intolerance in America, Lincoln Building, New York City.

Animals. The New Noah's Ark, André Demaison. Macmillan Company, 294 pp. $2.50. The adventure of collecting African animals with a sailing schooner.

Bird City, E. A. McIlhenny. Christopher Publishing House, Boston, 203 pp. $3.00. A bird sanctuary narrative for two grandsons.

Christmas Greens Show. The New England Wild Flower Preservation Society has an annual exhibition in Boston in November. Last year there were eighty-eight entries, the largest ever held.

Conservation and the Wisconsin Teacher, Calhoun, W. T., et al. Wisconsin Conservation Department, Madison. Suggestions for boys and girls.

Conservation. Wayne Shields, Allegheny College Outing Club, nature-grams how to combine fun of regular meetings plus the satisfaction of assisting understaffed game departments. They secure feed for snow-bound birds from game organizations. A-skiing then they go to out of the way game lands where grain is distributed.

Conservation. New England Wild Flower Preservation Society, Inc., Horticultural Hall, Boston, Eighteenth Annual Report. 246 lectures in schools and camps; 7,000 booklets for Maine teachers on conservation week. New Hampshire and Connecticut also publish conservation pamphlets. Experiments on marketing evergreens in New Hampshire, and new legislation on cutting evergreens in Rhode Island. Proposed to Massachusetts Conservation Council a conservation van to visit camps and county fairs. Now planning for another trip in 1941.

Fishing. What Tackle and When, colored pictures with description, 128 pp. South Bend Bait Company, South Bend, Indiana.

Forest Fires. Again the fall fire season is here. Most of the fires are started by human carelessness. The same old ounce of prevention holds. To be successful there must be wholehearted cooperation of everyone using the forest. Practice what you preach and preach what you practice.

Forestry as a Career. Institute for Research, 537 South Dearborn Street, Chicago. $1.00.

Forest Outings, by thirty foresters. Forest Service, Washington, 75 cents. Must be that forest technicians are now unanimous in recognizing recreation as a forest product.

The utterly devastating effects of fires in our forests are evident in this picture of a burned area in the Beartooth Mountains of Montana

Photo by Reynold Carlson

Gardening. Josephine Blackstock, Oak Park Playground Board, nature-grams that they have been given a small hot house and the children are learning from the soil up. May Oak Park children know their beans!

One way to increase the use of the Nature-Grams, Dr. Vinal suggests, is to make them easier to use. Hereafter they will be given a subject title and will be arranged alphabetically. If you are filing them on the card index plan, all nature trail items, for example, will appear together.

Gardens. A wild flower garden is maintained in the chief city park of Toledo by a woman's garden club. M. R. Van Cleve, school department.

Handcraft. Alice Beyer, Chicago Park District. nature-grams that satisfactory new fall jewelry may be made from pine cones, corn, nuts, and beans combined with leather, felt or string, and a dash of paint.

Insects. Elm leaf beetle scourge. The premature browning of the elms last summer was due to the European beetle which was introduced in about 1838. If you do not enjoy the sight, arouse your friends to the need of spraying with lead arsenate late next June.

Inventors. Inventors honored by stamps in October are Whitney, Morse, McCormick, Howe, and Bell. Three of these inventors were born in Massachusetts.

"Know Your Community" program. By means of a large gas station map take your audience on a local trip. Visit beauty spots, quarries, parks, and historic sites. Have a "Professor Quiz" roll call and bird game. As a climax serve generously with maple sugar (if Vermont), beans (if Boston), or clams (if Cape Cod).

Literature Gem. "Science and peace will triumph over ignorance and war."—Louis Pasteur (1822-1895).

Muscles. Opportunity for reference rather than memorizing. Send for chart (16 x 22), W. F. Young, Inc., Springfield, Massachusetts.

Nature Books. The Cleveland Public Library has a book information service in the form of booklists. "Keys to Nature" and "Who's Who Among Animals" are the titles of two such leaflets.

Nature Game

1. Where was Admiral Byrd last summer? United States
2. Where would you look for sun if at South Pole on March 21? Horizon
3. How long will his party see the sun? Six months (if at South Pole).
4. In what direction is his headquarters from the South Pole? North
5. When did daylight commence at the South Pole? September 21
6. Who will order Byrd to go to South Pole? To come back? United States Navy
7. How many branches of Natural Science is his expedition recording? Fifteen
8. During what time of the year is the snow cruiser being used? Now
9. What would coal deposits suggest about the climate of the past? Warmer
10. What are their four R's of recreation? Radio, reading, 'riting, 'rithmetic

A Nature-gram a day will keep moldy ideas away.

Nature Lore in Schools. The Massachusetts Audubon Society is offering a conservation project from October to May. The instructor provided is Kenneth V. Pike, a graduate of Massachusetts State College. The characteristics of the course, based on personal experiences of the children, the club way, field trips, home projects, seasonal needs, and the avoidance of lectures, are significant.

Park Conservation. Signs in Cleveland Parks:

"Let no one say
To your shame
That all was beauty
Until you came."

Roosevelt, Theodore. A photograph (21 x 28) excellent for framing for a nature club room. Free from American Defense Society, 225 Fifth Avenue, New York City.

Safety Education. The oldest recorded dog is twenty-two years. Pedigreed dogs average ten years. Chase-the-car dogs have the shortest lives. In your community do street gamins or playground inhabitants live longer?

Trails. The Great Trail of New England, by Harrol Ayres. Meador Publishing Company, Boston. 444 pp. $2.50. The Seventeenth Century path which settlers followed westward from Boston.

Transportation. Outline history from 1400 B. C. to present day. Fisher Body Division, General Motors Corporation, Detroit, Michigan, 68 pp. Illustrated, Free.

Tree Giants. The American Forestry Association wants every forest explorer to aid in locating and preserving our country's largest native

(Continued on page 570)

Winter Wanderings

If you are only a summer devotee of nature and not a winter enthusiast you are missing a great deal!

By HELEN HENRY
Pasadena, California

ARE YOU a summer devotee of nature? Do you, when birds migrate to warmer latitudes and chill winds blow and leaves fall fast and faster, rush hastily indoors to sit shiveringly beside a steam radiator and think longingly of spring blossoms or balmy summer evenings, only venturing out when urgency demands, shutting car windows tight, complaining of the inadequacy of the heater and the condition of the roads? Or are you, perhaps, one of those robust individuals who, scornfully unmindful of winter's chill breath, merrily rides a mechanical lift to the top of some hill only to go rushing madly down on wooden wings, the whole performance to be repeated as frequently as possible?

If you belong to the former unfortunate group, do break the chains of your lethargy, bundle up warmly, and get out of doors on a brisk autumn day! You'll find, to your surprise, that it isn't half bad—and the chances are that your steam-heated house or apartment will feel uncomfortably overheated upon your return. Or get out into the fields in the hush of winter, on a day not too cold, and, keeping all senses alert, learn to read the signs of nature in winter as keenly and zestfully as you did with the bird club last spring or in that nature group at camp last summer. And in late winter when, after months of dark, dreary cold, you are *sure* spring will *never* come, follow along some frozen streambed or take a turn through fields and woods, and let the signs you see reassure you of spring's sure coming—and at a not-too-distant time.

Try Some Climbing

If you are a ski addict—and who isn't who has once experienced the glorious thrill of a successful flight without an ignominious spill at the bottom or a too sudden encounter with an intervening rock or tree, not to mention the later achievement of linked stems or, better yet, christianias, placed with beautiful precision upon a snowy slope? If you are a ski addict, I repeat, pause once in a while in your mad pursuit of sport and look about you. Just once in a while, for a change, leave the mechanical ski lift to others and use your own legs for climbing — it's good for them, and good for your wind, too, and will make you a better, stronger downhill skier. And while you're doing a traverse, why not diverge a few rods to study the track of a questing fox or inquisitive rabbit, or pause to investigate a pile of chips and shards left at the dining table of a squirrel? While side-stepping up a steep slope, why not look about you, as you pause for breath, at the blue shadow patterns on the snow and at the color in the wintry landscape, less vivid than the jackets and caps of your companions but there nevertheless? Even the arduous exercise of herringboning up a steep slope offers fine opportunity for a study of snow crystals and the varying textures and layers of snow under varying conditions, temperatures, and exposures. Perhaps, too, just such a study will help you decide on the best wax for your next downhill run—but don't fail to notice the beautiful hexagonal forms of snow crystals when conditions are just right.

And There Are Fall Walks

Do not miss the delights of a walk through fields and woods in late autumn. The pleasure of scuffing through dry leaves is a happy reminder of childhood to even the most austere adult. Experience again the delicious crunching sound and note the woodsy smell of the leaf carpet and the pungency of lichens and fungi on logs and stumps. Or, if you're in an evergreen forest, feel the resiliency of the needled carpet beneath your feet and sniff the tangy air about you. Observe the quiet brownness of the streams, half choked with leaves, and perhaps see a frog or two, or a small salamander, that has not yet hibernated. Perhaps a squirrel will scurry by, belatedly hoping to add some hitherto overlooked morsel to his winter store. A few birds may be seen, gathering frequently now in small companies of several species but similar food habits, their cares of courtship, mating and rearing of young over for

the nonce. Most of the birds of bright plumage have gone southward, but here and there a flash of red or blue may proclaim a cardinal or jay, or a smaller patch of crimson be the cap of a woodpecker, or a scrap of gold betray the presence of a kinglet. Some fruits, too, not yet garnered in by man or shy wild creature, lend color to the landscape in late autumn. Here and there may be found the flame-like bittersweet berries along a fence, yonder glow the dark red panicles of sumac, while here at your feet, perhaps, are the bright scarlet globed fruits and glossy dark green leaves of wintergreen and partridge berries. If you live where native hollies grow, enjoy their color also, or if in a region of apple or persimmon trees, perchance their bare branches may still bear stray globes of color overlooked in the autumn harvesting and as yet secure against wintry winds.

Study seed pods and the dry stalks of what were flowers a few short weeks ago. Note the beauty of desiccated goldenrod, with its tiny stars of sepals, flower-like in their own right long after the golden fuzz has gone. Observe the curious teazle with its strong slender spines. See how the prickliness of a thistle persists even after buffeting by autumn wind and rain. Discover the empty, boat-shaped pods of the milkweed, to which, perhaps, clings a gossamer web or two of the dainty filaments which bore the little flat brown seeds over the farmer's land. Look up into bare bushes and trees. Note the insect galls, the winter buds, the leaf scars. Look higher, against the sky, and see how many birds' nests you can see, now that the trees are bare. Perhaps, at last, you'll discover that vireo's nest you just couldn't find last summer. And listen to the quiet of the autumn woods and fields, seldom broken except by the noise of your own passage or perhaps the ghostly rubbing of bare branch on branch high in the treetops. All nature seems to bear an air of hushed waiting.

"Truly every season of the year is excellent for hiking. If spring and summer sing so sweet a song to all lovers of the open, how powerful indeed is the lure of the falling, colored leaves of autumn when summer's heat is gone and the woods are cool and clean. And who would deny the glories of a hike in deep snow over winter trails! The clearer, cleaner winter air is rich in oxygen and all about, wherever the eye may roam, the world is decked in gently curving, colored beauty. Snow crystals or glistening twig, bright winter stars, or purple shadows on the trail, lake and woods present a picture long to be cherished by those who venture into the snow-covered outdoors." — From *Hiker's Guide.*

Woods in the Snow

When winter really comes, and snow carpets the ground, go again into the woods and fields. Gone, now, is the crackle of leaves beneath your feet. Listen, instead, to the crunch of snow as it packs under your boot heel, or the soft sigh of it dropping from the webs of snowshoes, or swishing and singing beneath your skis. Hear, too, the whish and plop of snow falling from overburdened branches, perhaps to strike in an icy, tingling mist upon your unsuspecting head. See how individually colorful the trees are against the snow, and how readily you can learn to tell them apart by their color, arrangement of bark pattern, and depth of grooves and fissures. Look upward toward the top of a hill or at the edge of a cliff and learn to distinguish, by their characteristic contour, various trees both deciduous and evergreen. Study again the leaf scars and winter buds, noting the rich color of some of the latter. For you who like to make collections a study of these is well worth while. And for more color seek out some sheltered nook or bit of ground exposed to sunlight but protected from wind and find there a few ferns persistent in their greenness. See how vividly colorful are the mosses and lichens on some tree trunk or exposed rock at this time of year. Discover how interesting and colorful are the woodsy browns and slatey grays of some of the less conspicuous birds. Perhaps you can approach thrillingly close to a pheasant or a covey of quail, those shy birds so elusive last autumn when your hunter friends were afield. Listen for a chickadee announcing his name, or the soft tinkle-bell note of a junco, or watch a persistent little creeper work his way up a tree trunk in quest of insects while a nuthatch just as persistently works headfirst down.

Winter is an ideal time for beginning bird study as there are comparatively few species and the leafless trees and snow-covered ground enhance visibility. A bird-feeding station will add much to the pleasure of this study. Grain, such as cracked corn, wheat and millet, and sunflower seeds are welcomed by the seed eaters, while the insect eaters enjoy a diet of suet (held in wire mesh containers) and peanut butter. The making of such feeding stations may be a craft project,

and the maintaining of them the object of winter hikes. The need for regular maintenance throughout the winter of such a feeding station, once established, cannot be over-emphasized. Birds soon come to depend on such offered food, and they need it badly when deep snows hide their natural food sources and intense cold demands plenty of food to maintain body temperatures and thus withstand the effect of cold.

The Study of Tracks

When you are walking, snowshoeing, or ski-touring through field and wood, spend some time following and studying tracks. A good tracking snow is a wet snow and one not too deep—bad conditions for ski sport but excellent for nature study. Observe how tracks betray their makers. Here is the neat, direct track of a fox, there the record of the easy-going, indifferent shufflings of a skunk. Here a rabbit leisurely crossed this open spot, and there he speeded up his pace to pop safely into the woodchuck burrow beneath yonder tree. Here a small meadow mouse made a perilous journey safely, leaving a lacy pattern in the snow, and there the tiny shrew quested above the snow and then tunneled beneath only to emerge again in its everlasting search for food.

Birds leave comparatively few tracks, but every now and then you see one. Perhaps quail and pheasant have been visiting the feeding station you have provided for them, protected so that snow does not cover the grain on the ground and offering several opportunities for escape or shelter in case of a surprise attack by fox or cat or hawk or other predator. The tracks of pheasant and quail are similar, those of the latter being smaller in size and showing no rear toe. Observe how some animals move easily through snow, while others struggle laboriously, and consider their respective foot structures and body weights. Note, too, how varying snow conditions affect their activities, some faring well in loose, soft snow while others move freely over crust. Sometimes the record is but a few feet long, from burrow to burrow; sometimes a trail ends in a tragedy of blood-stained snow, sometimes the animal whose tracks you read roamed many miles.

The writer once spent an entertaining afternoon in the California Sierra Nevadas endeavoring to follow on skis (and, self-appointed stint, without once removing them) the tracks of a bear that had emerged from hibernation for a few hours to take an exploratory ramble over logs and through brush on a deceptively warm day in winter.

Do not emulate that bear and return to your own hibernating den when spring seems disappointingly distant. The swelling of the buds on bare branches, the drip, drip of snow melting and dropping from trees and bushes, the appearance of occasional patches of black water, with their attendant water insects, in hitherto ice-locked rivulets, all bespeak the coming of another season. Note how the alternate freezing at night and thawing beneath a sun that rises higher in the heavens week by week sometimes causes the snow in open places to become aglitter with large crystals. See how this same warmth, absorbed by tree trunks, causes the snow to melt from around each tree, frequently to a depth of several inches or even feet—a trap for the unwary skier. (Some skiers have such an affinity for trees!) Perhaps you may hear the first love notes of birds, or witness their courtship behavior. You may be fortunate enough to hear the drumming beats of woodpeckers on dead limbs, which is said to be their mating song, or you may hear the booming of a ruffed grouse.

"Some day when you least expect it you will see a robin, or a red-winged blackbird, or a meadow lark, or some other bird you have missed all winter and perhaps envied for his winter holiday in a warmer clime! Then you will know that soon fields will be greening, birds will be nesting, and the summer nature enthusiasts, with notebooks and glasses and cameras, will be noisily swarming back into the woods and fields you have learned to love in their wintry solitude."

"All months are outing months to those who like the out of doors. There are things to do when the summer sun glistens on a mountain lake and when the snow powders the trees and piles up in gray drifts. Summer brings swimming and camping; winter, skating, coasting, skiing and all the other sports for snow and ice. But the sport which knows no season's limits is hiking, the universal sport, and a great sport for mixed groups.

"You can hike on city streets or in the country. Overnight hiking is the best of teachers in the arts of homemaking. . . . If you want to get acquainted with yourself or someone else, go on a hike. The heat or cold, the rain or snow and the lonely hours of midnight, the glorious sunrise—all will tell you more than anything else in the world. And every hike is an experience to treasure." —*Mary J. Breen* in *Partners in Play.*

What They Say About Recreation

"DEMOCRACY is simply a principle of growth. It rests on the long experience of the race that men do not grow, learn and create except when they are free, and that nations do not grow, learn and create except when the individuals in them are free. The basis of democracy is this individual freedom, embodied in this country in the Bill of Rights." From Editorial in *The New York Times.*

"Versatility and understanding are needed in working with youth. The requirements are similar to those of a musician—technical skill, intellectual understanding, and emotional coloring."—*Dr. Gilbert Wrenn,* University of Minnesota.

"You can live without hiking—but not so well." —*The Minnehiker.*

"No man ought to play any game unless he tries his very best to win; and no man ought to play unless he can take a defeat cheerfully. Games are only a silly waste of time if the players are not putting into them every ounce of resource they may have; and they become a positive evil for those who confuse them with the real conflicts of life in which we have to meet principalities and powers in no mimic warfare."—From *Christian Century.*

"Assembly singing is the simplest and most direct musical approach to the hearts of the people and assures the leader that appreciation of music is inborn. So, listeners, sing! Singers, keep on singing! For singing is a universal medium of music, the experience which leads to artistic growth and to the development of a spiritual nature or character."—*A. E. Winship, Journal of Education.*

"We must plan on a larger scale to give American children a chance for healthful play and the worthwhile use of leisure. I agree with you that a democratic government has a vital interest in these matters."—*Franklin D. Roosevelt.*

"Youth needs an education that takes leisure seriously. In a changing world it needs schools that are leisure-conscious. It needs an education that makes the whole-hearted enjoyment of life one of its goals. It needs an education that provides for a rich and developing inner life."—From *The Youth of New York City.*

"Although peace at the present time seems remote for the nations of the world, it is still possible to achieve it individually — peace through happy, understanding relationships which home and family life maintain; peace through receptive attitudes toward daily work; peace through satisfying, creative leisure. As individuals we can do little toward establishing a warless world, but each of us can be a potent factor in finding spiritual peace for ourselves and for our children." — *Virginia Kletzer,* President, National Congress of Parents and Teachers.

"Now more than ever before every factor in our community life is being subjected to scrutiny and evaluation in terms of the urgent demands of national defense and preparedness. It is fitting that recreation also be reviewed at this time and, where necessary, be revitalized and re-aligned to help produce a nation and a people capable of meeting any eventuality."

"There is more to the folk song than the tune of it; more to the dance than its form; more to the myth than the tale it tells. In our traditional expressions are reflected the social life of early America, and the growing, changing, later America. . . . The foundations of our basic cultures, as found in the folk traditions, should be projected into the future because their forms are fundamental. Our cultural and social life will be less rich if we lose them."—*Sarah Gertrude Knott.*

"In the perhaps not so good old days people took play for granted. They thought any child knew how to play and would find a way to amuse himself even on the city streets. . . . By now we have learned that 'all work and no play' is as faulty a philosophy as its reverse. We know that boys—and girls—need to learn both how to work and how to play." — *Frank Bane,* National Defense Commission.

WORLD AT PLAY

A Modern Ski Course for Colorado

IN THE last three years the Highland Bavarian Corporation and the Lions Club of Aspen, Colorado, were instrumental in constructing a ski course, complete with ski lift, jump, and clubhouse, which international experts find comparable to the best courses in Switzerland. A 1,400-foot toboggan-type ski lift raises skiers 550 feet to the slalom course and practice slope. The downhill course starts at an elevation of 10,650 feet, drops vertically 2,700 feet in a slope distance of 9,750 feet, and ends within the city limits of Aspen. The fame of this course has spread widely; this year the National Ski Association announced that its annual championship races in downhill and slalom skiing for 1941 will be held in Aspen.

Children Outfitted for Winter Sports

CHILDREN of Hanover, New Hampshire, whose pocketbooks do not permit of the purchase of ski equipment, have been outfitted by fraternities of Dartmouth College, following the lead of other New Hampshire communities which instituted the plan two or three years ago. Administered by the Superintendent of Schools, the plan provides equipment on a seasonal loan basis, to be returned when broken or outgrown and replaced with new.

Skating Rink for a Community Center

MORE THAN 1,000 skaters can be accommodated at the artificial ice rink in the new community building at Sault Ste. Marie, which is the only one of its kind in Michigan. The building, which provides 16,000 square feet for skating and recreation activities, was dedicated by the citizens at the third annual Upper Peninsula Winter Carnival. Dedication festivities brought to an end an eighteen-year campaign for an adequate ice stadium and community building to replace the old Sault rink which burned in February, 1922. When the stage of 2,200 square feet is in use, bleachers and arena floor will seat 5,500 people.—From *The American City,* August 1940.

A Winter Carnival at Portland

ON JANUARY 28th Portland, Maine, held a winter sports carnival at the golf course with at least 8,000 people attending. Colored motion pictures were taken of the carnival. Several reels of such movies on different recreational activities conducted by the city have been developed. These have been found very helpful in acquainting the different clubs and groups in the city with what is being done along recreational lines.

October Play Pay in Decatur

AN OCTOBER play day for girls was one of the events sponsored by the Department of Public Recreation of Decatur, Illinois. All Decatur girls were invited to bring their lunches, play old and new games, and enjoy a treasure hunt. Among the games played were dodge ball, relays, bounce ball, softball, volleyball, paddle tennis, clock golf, whirling circles, jump the broom, kick ball, hopscotch, croquet, and deck tennis. Folk dancing was also enjoyed.

A Tree Planting Advisory Service

THE Park Department of the City of New York, in encouraging private property owners to plant street trees, has been assigning one of its forestry representatives to inspect the planting site and to recommend the quantity and species of trees most adapted for the location. Private property owners planted 763 such street trees during the spring season of 1940.

Skinner Memorial Park Dedicated

ON SEPTEMBER 15, 1940, Governor Saltonstall of Massachusetts dedicated Skinner Memorial Park at South Hadley, marking acquisition by the state of a woodland area of approximately 450 acres surrounding and including Mount Holyoke. The property was deeded to the state by Joseph Skinner of South Hadley who had inherited it from his father. Through two generations the Skinner family has maintained Mount Holyoke for nature lovers. Among other improvements the elder Mr. Skinner constructed the first cog railway ever built in the United States.

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Old Camp Area Now a Skiers' Paradise — Mayor Watson of romantic Alta, Utah, has described the transformation of an old mining camp area into what has been termed a "skiers' paradise." The old mining camp, he says, is now receiving a "shot in the arm" by the hardy ski rider. The United States Government, through its Wasatch National Forest, Salt Lake City, through its recreation department, Utah Ski Club, Silver Skis, Salt Lake County Commission, and others, are building a fine, broad highway up Little Cottonwood Canyon to Alta, making it possible for winter sports enthusiasts to get into this famous old district the year round.

A community ski center building is being erected and private capital is constructing ski lifts up the mountains surrounding the old town of Alta, only a forty minute drive from Salt Lake City. Sixty internationally famous ski riders visited in this area last winter and reported that Alta has the finest winter sports possibilities of any area in the world. The Utah State Road Commission and the Salt Lake County Commission have made plans and purchased equipment for keeping the highway cleared of snow during winter months. The snow depth averages eleven feet in the surrouding mountains of Alta. The average elevation in this area is 8,700 feet above sea level. Therefore, the finest powder snow exists in this area, affording fine skiing for seven months out of the year.

Aviation Club Leaders Attend School — A school for leaders of junior aviation clubs was held by Air Youth of America in Rockefeller Plaza during October and November. The course featured practical methods for teaching model building and a general approach to junior aviation club work. Leaders attending the school had actual experience in building elementary model planes. Methods of conducting model plane contests were explained, an informal contest was arranged, and well-known leaders in the model plane field participated in the discussions.

WPA Makes Its Report—A condensed summary of the work completed by WPA during the past five years—July 1, 1935 to July 1, 1940—gives the following figures regarding the recreational facilities: 2,521 playgrounds constructed and 8,413 improved; 2,630 athletic fields built and 2,182 improved; 2,373 golf courses constructed and 4,315 improved. Other facilities built, reconstructed, or improved include handball, horseshoe, and tennis courts, swimming and wading pools, ice skating areas, ski trails and ski jumps, band shells, and outdoor theaters.

Model Railroad Clubs — The American Association of Model Railroads urges the organization of model railroad clubs as a valuable recreational activity for boys. In response to a request sent recreation workers, according to a statement issued in the A.A.M.R. Bulletin for September, 1940, more than thirty per cent of these recreation workers who are conducting activities indoors expressed interest in model railroading. The association has a number of publications of interest to club leaders wishing to develop model railroad clubs. These include a leader's manual, a handbook for model builders with practical suggestions for the construction of equipment, and special bulletins. These may be secured from the association at 15 East 26th Street, New York City.

"Educational Dance"—The May, 1940, issue of *Educational Dance* published by the Educational Dance Company at 8148 Mannix Drive,

Hollywood, California, is a folk dance number. It contains an article on "Folk Dancing" by Patricia Parmelee which describes some of the special folk dance events of the year 1939, and reviews trends and developments. There are also a number of articles on folk dancing and a section in which reports from a number of authorities on folk dancing throughout the country are presented. *Educational Dance* is secured by subscription only. Ten issues, from September to June, are available at $1.00; 25 cents each for extra copies or back issues.

"Children's Institutions"—Recreation workers will be interested in knowing that a new magazine known as *Children's Institutions,* the first issue of which appeared in August, contains articles by heads of institutions and leaders in the field of children's work. The magazine is published by the Atkins Publishing Company, Inc., 152 West 42nd Street, New York City. Price, $3.00 per year in the United States and Canada; $3.50 in other countries. A sample copy may be secured on request.

Adapting Florida Schools to Community Use—Mrs. Malcolm McClellan, president of the Florida Congress of Parents and Teachers and chairman of the School Recreation Committee, writes that the State Department of Education is recommending that all new school buildings built in Florida have the auditorium, rest rooms, and similar facilities built with an outside entrance which may be used by the general public so that these facilities may be closed off from the regular school rooms for community use. Seven acres represent the minimum recommendation for school grounds.

1941 Convention Is Announced — The 1941 convention of the Association for Childhood Education will be held in Oakland, California, July 8th to 12th. The suggested theme for the convention is "Implications of Today's Crucial Problems for Teachers of Children." With the convention scheduled for the first time as a summer meeting, many delegates, Mrs. Marcella King, publicity chairman, suggests, will wish to remain in California to attend the summer session at one of the universities or colleges.

Lawn Bowling on the Coast—There are six clubs in the Northwest Lawn Bowling Association, two of them in Seattle and one in each of the following cities: Bellingham, Renton, and Tacoma, Washington, and Portland, Oregon. The membership of the six clubs is approximately 300. In the Tacoma club alone there are fifty-five enthusiastic members, twelve of whom are women.

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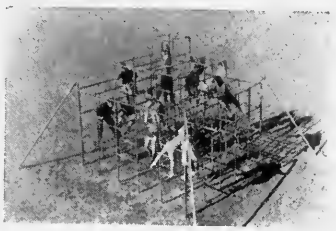

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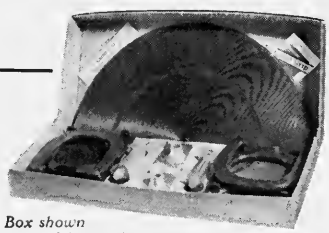

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City ..... *State* .....

A Favorable Referendum Vote—The president of the Recreation Council of Monongalia County, West Virginia, writes that a proposal for a county-wide system of public recreation and playgrounds was passed by a large majority at a recent referendum vote.

Recreation Is Religion — A little Methodist church in Port Byron, Illinois, has become the town recreation center and its auditorium, recreation hall, and basement are open without cost to all community groups who wish to use them. Every week members of the Rural Youth, 4-H clubs, Farm Bureau, and Home Bureau solve their club problems in the church whose minister believes, "Any group putting on wholesome recreation and operating good will is doing a religious thing because the Christian philosophy is to bring people together. It is sacred to unify and build up." The activity program of the recreation-minded Rev. A. J. Copeland includes outdoor get-togethers for community citizens and programs planned to keep young people in church. Ordinary party games are "too tame," but folk games and game equipment for all age groups compete successfully with commercial amusements.

Winter Activities in Minneapolis

(Continued from page 553)

Values are hard to determine anywhere, but we feel sure than there are many and varied values derived by young and old in the winter activities provided for in Minneapolis. The time spent playing out of doors with others or inside preparing equipment and planning for special events is time well spent. The activities are for everyone — spectator and participant — and we feel that our Minneapolis is not only a city of parks and lakes, but a city of opportunity where everyone may enjoy life to its fullest extent.

Joseph F. Suttner

On the eve of his sixty-seventh birthday, Joseph F. Suttner died at his home in Buffalo. For eighteen years Director of Recreation in the Department of Parks, Mr. Suttner had seen Buffalo's recreation facilities greatly increased. When he became director, the city had no municipal swimming pools. Now it has nine, and there are twenty-four municipal playgrounds. Always keenly interested in sports and athletic games, Mr. Suttner did much to build up the athletic program of baseball, municipal tennis, basketball, softball, skating, and other sports.

Winter Pageants

(Continued from page 535)

Majesty" enters and is crowned by the former queen.

Exhibitions, fancy skating, ice games, and other activities comprise the court entertainment. The champions of the winter sports activities at the Carnival are presented. They receive the "Royal Order of the Winter Frolic" at the hand of Her Imperial Majesty. Then the court retires, signaling the close of the evening's program.

Winter Circus. A circus is fun for both spectators and participants. For this type of entertainment King Winter (or a similar personage) might rule from a throne constructed of snow and ice. The circus would then take place on the skating rink before the throne. There may be skating to music, a serpentine march, fireworks, circus stunts, clowns, elephants and giraffes on skates, kiddie car polo, hobby horse race.

Indian and Folk Legends. Indian and folk legends may be adapted for an ice pageant, resulting in a most effective production.

Fantasy. An extravaganza in fantasy might prove popular with a loosely woven tale of fairies, elves, story book characters as a background pattern.

Planning a Winter Sports Area

(Continued from page 554)

to the esthetic value of the property but it also furnishes an unusual skating surface.

On the west side of the lake an island provides a stage for an outdoor theater. It will be noted that the dressing room facilities for the stage serve a dual purpose; the building becomes a warming shelter for skaters in the winter time. One of the lovely features of the stage is the apron consisting of a series of grass steps leading down into the pool that separates the stage from the auditorium. (These steps are approximately a hundred feet wide.) The pool in front of the stage can be utilized for ice pageants and special skating exhibitions. In line with the multiple use principle the natural amphitheater is well adapted for use as a winter coasting area.

In connection with the general use of the park area an archery range and a golf driving range have been introduced. Both of these open areas may also be utilized in a winter program where level ground is desirable. The diversified facilities of this area offer wide possibilities for winter carnivals.

SECURING AND MAINTAINING STANDARDS IN COMMUNITY RECREATION PERSONNEL

●

This publication, just off the press, is designed to assist cities in securing competent workers for leadership positions and maintaining an efficient recreation staff. It indicates some of the problems involved in selecting and maintaining recreation personnel, and describes methods which have proved successful in meeting them. This pamphlet may be secured for 15 cents.

Many of the recommendations and procedures suggested in this report are related to the earlier publication of the same committee of recreation executives entitled *Standards of Training, Experience, and Compensation in Community Recreation Work.* Copies of this earlier report are available at 25 cents each. The two reports complement each other, and both should be in every recreation library.

●

NATIONAL RECREATION ASSOCIATION

315 Fourth Avenue, New York City

The Construction and Maintenance of Ice Skating Areas

(Continued from page 539)

tractor or truck with a large plow in front may be used. Cuttings made by skates or a light snow can be removed by a good scraper made from two partly curved sidewalk scrapers. Butt two of these scrapers together. Bolt pieces of light angle iron or mild steel across the top and bottom of the scrapers and across both handles about eight inches from the top. This will make a scraper that will do a thorough job and last for years.

Intensive use wears down the ice which must then be reconditioned either through scraping or planing and respraying or flooding. These operations should take place after closing time to allow the water to freeze solid before the rink is again subjected to use. Cracks in the ice may be eliminated by the use of warm water. Unless ice particles and foreign matter are cleared off the ice surface before respraying or flooding, a soft ice will result which will melt quickly in rising temperature.

In the design of recreation areas and in the selection or development of facilities for ice skating it is desirable to have the area readily accessible to a shelter or field house. In some locations where a permanent building is not feasible, it may be desirable to erect a knock down shelter during the skating season.

A skating rink is not complete without floodlights for night skating, a concession stand, and a public address system to make announcements and furnish music for the skaters.

The City of Dubuque has been recognized as the winter sports center of the State of Iowa. Surrounded by numerous hills and with the Mississippi River flowing by its door, the city fosters almost every kind of winter sport.

The rolling hills make an ideal setting for cross country skiing. For those who prefer more exciting sport, a large ski jump has been constructed on one of the hills. It is possible to make leaps of more than two hundred feet from this ski jump. The annual tri-state ski tournament, held in January at Dubuque, brings the best jumpers from Iowa, Illinois, and Minnesota.

Fifteen streets in the hill district are set aside for coasting each year. These districts are closed to traffic from 4:00 P. M. until 10:30 P. M. daily, and thousands of children and adults take advantage of this sport.

Depending on the demand, four to nine skating rinks are in yearly use. One of these rinks, Comiskey Field Rink (named in honor of the late Charles Comiskey, owner of the Chicago White Sox, who started his baseball career in Dubuque), measures about three hundred by six hundred feet. It is lighted for night skating, wired for sound, and has a modern warming house. Music is furnished by a public address system with loud speakers at each corner of the rink. New ice is made every night if weather permits. Skaters drive as far as a hundred miles to use this rink, and last year a total of 96,000 skaters appeared on this area during the twenty-six skating days.

Plans are now being made for an ice carnival to be held about the middle of January. The best skaters from Iowa, Minnesota, Wisconsin, and Illinois will participate in the program.

Junior Councillors

THE NATIONAL COUNCIL OF WOMEN of the United States is sponsoring a program of activities for older girls, the basic purpose of which is "to help every girl learn the art of living so that whatever her lot may be she will get the most happiness and satisfaction out of life." The plan calls for sponsorship locally by a specially formed council of women who will make it possible to give high school girls an opportunity to discuss their own problems of family and boy relationships, of dress, personality, and behavior, and preparation for life, business, and marriage. The program makes use of skits or playlets which the girls present, talks by outstanding women, especially women doctors, followed by a question box. Once a week the girls have a dance sponsored by the Council. The program is planned for three years, the first two being known as junior years and the third, designed for girls of eighteen and nineteen years of age, being known as the senior year. For this group more serious lectures are given by speakers on economic and consumer problems, vocational guidance, and more adult subjects as requested by the girls.

A booklet, "Junior Councillors—The Bethlehem Plan," which explains the purpose and program of the organization, has been prepared by Anna Steese Richardson who is chairman of the Committee on Junior Councillors of the National Council of Women. This and other information may be secured from Mrs. Elizabeth L. O'Neill, director, Junior Councillors, Union Bank Building, Bethlehem, Pennsylvania.

Recreation in Middlebury

MIDDLEBURY is a Connecticut town of two thousand population which for the past two years has been working to secure an adequate athletic field. At a town meeting held in October, 1938, the first action was taken by an interested group of citizens. A committee of seven was appointed, with Charles H. Upson as chairman. Months were spent inspecting and securing prices of possible sites for an athletic field which would furnish space for baseball, football, soccer and other sports, and provide a dozen softball teams with adequate space for their games. Fourteen locations were considered, and finally estimates were secured on the purchase and development of a large field on the west border of town. Other estimates were obtained on developing an addition to the center schoolyard for the use of the softball players.

The softballers were the first to secure their playing space. This was done at a cost of about $4,000, necessitated by considerable filling in and grading. This service has provided a great deal of recreation for several hundred neighborhood "sport hours" for players and fans, most of the playing taking place from 6:00 to 8:30 P. M. during daylight time. It is also used by the pupils of the school.

The athletic field has cost about $9,000 to date and is a rough graded, unfenced field with loam saved and piled at the east end. It is about five acres in size. About $4,000 will be needed to grade and enclose the field. Mr. Upson states that the committee hopes later to secure a field house which will accommodate basketball and other indoor sports, as well as a cement out-of-door shallow box which will hold six inches of water to serve as a natural hockey rink with lights.

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DR. FORREST C. "PHOG" ALLEN
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Fills a need in every school . . . Goal-Hi is a new year-'round indoor and outdoor play-game for boys and girls of all ages . . . May be played by entire gym classes or playground groups . . . Official Rules Book by Dr. Allen . . . Same single piece of equipment may be used in the gym or on the playground . . . Unexcelled as a stimulating exercise and as a lead-up game to regular basketball . . . It costs little to play Goal-Hi.

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Winter Sports for Michigan

(Continued from page 540)

ing and afternoon of Wednesday, December 11th. From 6 to 7:30 in the evening a winter sports dinner will be held, followed by a winter sports social demonstration.

Festival organization and its essential phases will claim the morning and afternoon of Thursday, December 12th, in Marquette. "Snow and Ice Sculpture" will be discussed, and there will be presentations of "Lighting," "Costuming," "Advertising," and "Parades."

In the latter part of the afternoon, rotating groups will learn the construction of winter sports equipment through the use of models and instruction; and Thursday evening will find the Institute practising what it preaches at a social skating and skiing program.

Demonstrations of speed, figure and social skating followed by a skating safety program are planned for Friday, December 13th, in Marquette.

Following a "Trail Side" luncheon, the group will witness demonstrations of snowshoeing conducted by the WPA Tourist Guide Project, after which enrollees will participate in the activity. A "Friday Night Frolic" will wind up the late afternoon course on specialized ice sports—ice hockey and curling.

The program for Saturday morning, December 14th, will include teaching methods for skiing and an hour and a half clinic summary.

THE AMERICAN CITIZEN
MAGAZINE

brings each month stories of what individuals, community groups and agencies are doing

To build good character

To educate youth for citizenship and community leadership

To solve community problems

To safeguard and enhance democratic institutions.

—ENDORSEMENTS—

A High School Principal:

"Perhaps the most interesting, as well as the most potential characteristic of THE AMERICAN CITIZEN is its emphasis upon the correlation of various educational, civic, and social activities. As far as I know, there is no other periodical that has the same peculiarly effective approach to these fields."—*Francis L. Bacon,* Principal, Evanston Township High School, Evanston, Illinois.

University Dean:

"I consider the magazine THE AMERICAN CITIZEN an outstanding influence in promoting social education. I believe a journal of this kind should have widespread circulation and adequate support from individuals and organizations interested in social education."—*Ernest O. Melby,* Dean of School of Education, Northwestern University.

Chief Librarian:

"THE AMERICAN CITIZEN is serving a vital need of the times and should be in every public, college, and school library in the country."—*Clarence W. Sumner,* Chief Librarian, The Youngstown Public Library, Youngstown, Ohio.

School Superintendent:

"I know of no other publication that addresses the job of citizenship training so specifically and effectively. It is one source that we can depend upon to be free from hair-brained social or political proposals that serve only to sell magazines and confuse the immature student."—*E. R. Selleck,* Supt. of Des Plaines Public Schools, Des Plaines, Illinois.

Send your name and address to

THE AMERICAN CITIZEN

5732 HARPER AVENUE CHICAGO, ILLINOIS

and a sample copy and subscription blank will be sent to you.

Winter Sports in Barre

BARRE, LOCATED in the Green Mountains, is blessed with opportunity for winter sports both within the city and in the near-by vicinity. Snow and freezing weather descend around Christmas time and from then until the middle of March, skating, skiing, and many other winter sports are in full sway. It is possible to ski on some of the surrounding mountains until the middle of May.

In the City of Barre the Recreation Department operates three skating rinks and a hockey rink. The skating rinks are located in convenient areas throughout the city and are manned by a caretaker and an assistant. These rinks are well lighted and provide music for the enjoyment of the skaters through amplifying systems. The rinks are open evenings for adults. Under the direction of the supervisors in charge, an interesting program of activities is carried out for the children. There are games, contests, hockey teams, and the season is completed with a gay and spectacular carnival at the Auditorium rink. At this carnival a king and queen are chosen and crowned, their throne being made of ice. During the winter, the supervisors also have hiking, skiing, and snowshoeing parties. When the snow is best for sliding, the city barricades several streets.

This year the hockey rink is to be moved to the new playfield adjacent to the Municipal Auditorium and will be scientifically lighted for night play. Barre has always boasted a first-class hockey team and the regional hockey playoffs are held in that city.

The Barre Ski Club, a local organization of approximately 400 members, operates the Barre ski area, located on the Barre-East Montpelier main highway, State route No. 15, about one mile from the business section of the city. The main attraction at the center is an open slope approximately 1500 feet in length, between 75 and 500 feet in width, having a vertical descent of 200 feet, a maximum grade of 32 degrees, northerly exposure, and can be used with only two inches of dry snow. The open slope runs off into rolling meadows which are adaptable to cross country skiing.

The second major attraction at the center is the Barre Ski Club tow which is 1200 feet long, has a vertical ascent of 175 feet and is used daily. The main slope as well as the practice slope is flood-

lighted so that night skiing is just as popular as day skiing (more popular during the week).

Two short but interesting wooded trails developed adjacent to the ski slope terminate at the base of the tow. These runs are very popular with intermediate and expert skiers.

Located within twenty-three miles of the City of Barre is the famous Mount Mansfield area with its extensive system of ski runs and trails throughout the eastern side of Mount Mansfield, varied terrain with long snow season for mountain skiing, downhill running and cross country touring with developments for all classes of skiers. There are lighted practice slopes, the longest ski lift in the United States, ski jump, and adequate accommodations for overnight guests. The world's longest and highest aerial chair lift with a horizontal length of 6330 feet and a vertical height of 2030 feet is to be put in operation at the Mount Mansfield area this coming winter season. It has eighty-six chairs and the time of ascent will be from twelve to fifteen minutes.

Skiing for Wisconsin Youth

(Continued from page 538)

ally recognized by the U. S. Ski Association — the nation-wide professional organization of ski jumpers. When the junior association has its tournaments each winter, the U. S. Ski Association furnishes competent judges at no cost to the juniors and also offers medals as prizes.

The Wisconsin WPA Recreation Department is giving assistance to the juniors now just as much as it did when the clubs were first organized. Some of the recreation leaders act as adult advisers to individual clubs; others serve on the adult board of advisers to the state association. One of the district supervisors is secretary-treasurer of the association. When tournaments are held, the WPA leaders aid members of the U. S. Ski Association with the hundred and one little jobs so necessary toward the running off of a ski tournament.

Winter Fun for All

(Continued from page 543)

WPA-sponsored tournaments, winter carnivals, and festivals also have had a popularizing effect upon winter sports. At Eau Claire, Wisconsin, the WPA, with the National Ski Association's

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The American City, November 1940

"Re-Creation for All Citizens." For adequate national defense and individual satisfaction

"Floodlighted Municipal Fields" by F. D. Crowther

The Camping Magazine, November 1940

"The Creative Approach to Crafts in Camp" by C. Genevieve Lawler

"Let's Take a Hike" by Mariann Marshall. Individual child guidance through hiking

The Journal of Health and Physical Education, November 1940

"Dance Correlates" by Ovilla W. Williams

The Nation's Schools, November 1940

"Plays, Penthouse Style" by Glenn Hughes. The presentation of plays with the audience seated on all four sides of the action

School Activities, November 1940

"Character Training at Recess" by Rowen Aldrich. The role of the school playground in character development

PAMPHLETS

The Layman Scientist in Philadelphia. A Directory of Amateur Scientists' Organizations and Resources in Science, 1940

Committee on Education and Participation in Science, The American Philosophic Society, 104 South Fifth Street, Philadelphia, Pa., price $.15

Patriotic Songs of America

Home Institute, 109 West 19th Street, New York City, price $.15

Regulations Governing the Sanitation of Juvenile Recreational Camps

State Board of Health, Concord, N. H.

South Jamaica Houses: A Chapter in Public Housing

New York City Housing Authority, 122 East 42nd Street, New York City

Van Allyn Technique for Vocational Selection by Keith Van Allyn. Tentative Manual

National Institute of Vocational Research, Los Angeles, Cal., price $.50

REPORTS

Park, Parkway and Recreational Area Survey. June 1940. Report by Arkansas State Planning Board cooperating with the State Parks Commission and National Park Service

Arkansas State Planning Board, Little Rock, Ark.

Eleanor Roosevelt on Recreation

FRIDAY EVENING, members of various social agencies in the country who had met with me before, gathered with some young people on our picnic grounds at 6 o'clock. Forty or fifty came, and after a picnic supper we sat around and discussed what the situation of youth in our country is, and what things youth feels really need to be changed in their environment.

I was interested to find that the lack of recreational facilities loomed large in all their minds. Several young people from small towns remarked that there was really nothing to do except "hang around street corners." That remark ought to give us elders food for thought. Why shouldn't we older people be interested in providing a variety of recreational facilities? If we really look for them we have in our midst people with tastes and skills who could develop many recreational possibilities.

In the conversation with this group I thought recreation had a very narrow meaning for most of them. Primarily, it seemed to mean tennis courts, swimming pools and similar opportunities for outdoor exercise.

No one mentioned books, development of craft skills, community dances or dramatics, or group singing. Yet it is not difficult to find leaders for all these things, even in small communities. Certainly, they do draw us together, young and old, in a pleasant and companionable environment.

The group decided that they wished to meet again and that they would form a committee, decide what they would discuss, and even prepare some recommendations for action. I am a little tired of discussions that lead to no action, and so I am glad to see that these young people really contemplate doing something.

Reprinted from "My Day" by permission of United Feature Syndicate

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approval, in augurated the United States' first junior ski jumping contest. All eligible children, many girls among them, were coached by experts until an 80 foot jump was commonplace even among ten-year-olds. A contest followed the training period and a junior champion of each sex was crowned. The WPA in Wisconsin also manages ice skating tournaments in which thousands participate.

Two of the most popular among many winter sports carnivals and tournaments in Montana are presented on WPA-built skating rinks at Kalispel and Anaconda. The Anaconda show is a three day event in which 500 grade school children compete through preliminary, semi-final and championship contests. So the WPA, having helped to usher in one generation of winter sportsmen, is beckoning to the next.

It's Being Done in Nature Recreation

(Continued from page 556)

trees. Do you know where in your community is the largest oak? The gigantic sycamore? The biggest elm?

Tree Pest Book. Valuable information for anyone interested in tree care. Massachusetts Forest and Park Association, 3 Joy Street, Boston, 187 pp. $1.00.

Weather. Rain or Shine. The Story of Weather, Marian E. Baer. Farrar and Rinehart, 292 pp. $2.00. A narrative flavor makes it readable.

Wilderness Areas. The *Living Wilderness* Magazine, July, 1940, traces the history of the concept. Wilderness Society, 1840 Mintwood Place, Washington, D. C.

Wildlife on Recreational Areas, Victor H. Cahalane. The Utah Juniper, Utah Agricultural College, Logan. November, 1940, pp. 8 to 10.

Zoo. On October 1, 1940, the Brookside Zoo of Cleveland, at the request of the City Council, was taken over by the Natural History Museum. The Museum will obtain monthly installments of the $50,000 appropriated. This move was championed by the newspapers. Taking a zoo out of politics and placing it under education is a forward step.

Christmas Greens should be tagged to prevent stealing, to help the land owner, to further the planting of holly, laurel and evergreens, and to conserve fast disappearing species.

Nature-grams. Your response is beyond fondest dreams. Because your ideas are *modern* you can select the *ideas of tomorrow* . . . today.

NOTE: Readers of Dr. Vinal's Nature-Grams will be interested in knowing that his new book, *Nature Recreation,* is off the press. It is full of practical and interesting material for recreation workers interested in promoting nature activities. It is published by McGraw-Hill Book Company, New York City. Price, $3.00.

New Publications in the Leisure Time Field

Football Plays for Boys

By Ralph Henry Barbour and La Mar Sarra. Revised edition. D. Appleton-Century Company, New York. $1.25.

THIS HOW-TO-DO-IT BOOK has been adapted to the needs of boys from twelve to seventeen who want to play football but for whom no coach is available. The book opens with brief instructions on the fundamentals of football, blocking, tackling, stances, etc., and then sets forth lucidly a group of simple and practical plays that are especially suited to junior teams. Graphic diagrams accompany each explanation.

Crafts for Fun

By Evadna Kraus Perry. William Morrow and Company, New York. $3.00.

THE PURPOSE OF THIS BOOK is "to help the individual who has always wanted to do things with his hands, but who has been afraid of himself and of materials and tools." In eleven chapters Mrs. Perry explains in clear detail simple methods and mediums for types of craft work including linoleum-block printing, clay modeling, pottery, working with wood, book making, spattering, weaving, knotting, embroidery, and crafts employing sheet cork and metal foil. The things to make are not new or extraordinary, and the materials and techniques are easy to master. The book is profusely illustrated by photographs taken by Clarence Perry.

Camps and Cottages. How to Build Them Yourself

By Charles D White. Thomas Y. Crowell Company, New York. $2.00.

MORE AND MORE PEOPLE are spending their week ends in the country, and week-end shacks are multiplying. In this book Mr. White, who is an architect, tells how to build a shack. He discusses clearly every step involved and offers many drawings and diagrams. Practical information is given on tools, materials, land, and furnishings. There are plans for summer cottages and ski lodges, for camps with one, two, and three rooms.

Advanced Tennis

By Chester Bowers. The Macmillan Company, New York. $1.75.

OUTSTANDING IN THIS BOOK on tennis techniques are the chapters on strategy—how to use the right tactics in the split-second opportunities that arise; how to plan your game from the toss of the first ball to the final placement. Additional chapters include complete exercises for tournament training and information on playing surfaces, equipment and its care, and the teaching of the sport.

Hallowe'en Fun Book

Revised edition. Minneapolis Hallowe'en Committee. Obtainable from Karl Raymond, Director of Recreation, 325 City Hall, Minneapolis. $.25.

ANYONE WISHING games and stunts for Hallowe'en will find them literally by the hundreds in this attractively illustrated booklet. For the community wishing to organize a community-wide Hallowe'en celebration there is a section regarding the various steps taken in Minneapolis to organize community forces and secure wide participation. Here is a publication which should be in every recreation worker's library.

1940 Yearbook—Park and Recreation Progress

Available from Superintendent of Documents, Washington, D. C. $.35.

FOR THREE YEARS the National Park Service has made its progress report to the people of the United States through a Yearbook recording progress in park and recreation developments. The 1940 Yearbook, like its predecessors, spotlights the high points in these developments through a series of articles by leaders in the park field. This is attractively illustrated.

Safety

By Sidney J. Williams and W. W. Charters. The Macmillan Company, New York. $1.60.

HERE IS A BOOK which offers material for a comprehensive course in safety into which are drawn those contributions of physics, chemistry, psychology, and sociology which transform the simple rules of safety into applications of scientific principles. Though designed for the use of teachers, it will be of interest to recreation workers because of its discussion of accident prevention on playgrounds and schoolyards and water safety, safety in winter sports, camp, and outdoor recreation.

"Athletics furnish the setting for a great many school accidents," state the authors. "The gymnasium and the school grounds are places of special hazard. One-third of the accidents which occur in all school buildings happen in the gymnasium. About the same number take place on the school grounds as in the building. All the accidents on the school grounds result from apparatus, football, other athletics, other organized games, and unorganized games." Practical suggestions are offered as to how such accidents can be prevented.

Exploring Your Community

Compiled by Gladys L. Potter. The Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. $.35.

THIS BULLETIN shows in a thrilling way what is being done to give children natural education through trips which give opportunity to see what is going on in the community. As a beginning step, the booklet points out,

the teacher herself must know the community where she is working before she can introduce the children to the community which should be one of their chief laboratories for learning.

The Creative Adult.

By Hughes Mearns. Doubleday, Doran and Company, Inc., New York. $3.00.

"Self-Education in the Art of Living" is the appropriate subtitle of this book in which Mr. Mearns, author of *Creative Youth,* applies to the teaching of adults the principles which he has discovered from his successful experiments in child training. Here is a guide which will help the individual in rediscovering his individuality and in leading a richer and happier life.

Training for the Job.

By Frank Ernest Hill. American Association for Adult Education, New York. $1.25.

This study of vocational education for adults deals with men and women, whether sixteen or sixty, who are through with school and are preparing definitely for specific work. It deals with courses which they seek and which are useful to them. It deals also with the agencies which serve adults and which are so numerous that they can be observed, as Mr. Hill states, "in a swift overview, much as one would observe the location of towns, airports, or factories as details on a broad and crowded map."

The Big Fun Book.

Edited by Jerome S. Meyer. Greenberg: Publisher, New York. $1.98.

The Big Fun Book is big indeed, containing as it does 800 pages crammed full of suggestions for home entertainment. To list just a few of the various types of entertainment offered, there are charades, handwriting analysis, tests of all kinds, quizzes, plays and amateur theatricals, treasure hunts, action games, pen and pencil games, oral games, palmistry, word puzzles and picture puzzles, tricks, stunts, magic, brain twisters, and an entire section for the very young. Every effort has been made to make the book an attractive volume, and the copper cloth binding, specially designed fly leaves, and cover decoration make it an unusual volume.

Nature Recreation—Group Guidance for the Out-of-Doors.

By William ("Cap'n Bill") Gould Vinal. McGraw-Hill Book Company, Inc., New York. $3.00.

Dr. Vinal's many friends in the recreation field will welcome the announcement that *Nature Recreation* is off the press. In this book Dr. Vinal has assembled, for the benefit of all interested in making nature a fascinating and joyous subject, his long experience and store of knowledge of nature lore. Here is a wealth of information which has been classified under two main headings: The Philosophy of Nature Recreation and Applied Nature Recreation. Nature experiences in the home, community and summer camp; trips and trails; nature games; and conservation are discussed. The important subject of leadership occupies several chapters, and this problem is explored from the technique of nature club leadership and leadership responsibility on the hike and overnight trip to administrative leadership in the community program for nature recreation.

Dr. Vinal's book, as he points out, is intended for the uninitiated as well as for students in colleges of education and is submitted by him "to the thousands of nature friends who are seeking means to guidance of wayfarers along the trail."

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933 of RECREATION, published monthly at New York, N. Y., Eighth Avenue, 31st to 33rd Streets for October 1, 1940.

STATE OF NEW YORK, }
COUNTY OF NEW YORK, } *ss.*

Before me, a notary public in and for the State and county aforesaid, personally appeared Howard Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: Howard Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager: R. J. Schwartz, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

National Recreation Association, 315 Fourth Avenue, New York, N. Y.

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily publications only.)

HOWARD BRAUCHER.

Sworn to and subscribed before me this 26th day of September, 1940.

[SEAL] MIRIAM S. C. DOCHTERMANN,
Notary Public, Nassau County.

Nassau County Clerk's No. 351. Certificate Filed in New York County. Clerk's No. 60. Register's No. 2D46. My Commission expires March 30, 1942.

Christmas and the Spirit of the Recreation Movement

YOU CANNOT wisely judge the recreation movement by the number of children on a playground on a given hour on a given day nor the number of people at a recreation center at nine o'clock at night.

Yet a play leader or a recreation center leader may well be deeply thoughtful if the children and adults do not come.

The training up of volunteer recreation leaders for the home, the church, the service club, the fraternal orders, the American Legion, the school alumni meeting may in the long run mean more than just the number who come to the recreation center.

You do not want life bottled up in just one place. Men and women should be helped to live wherever they are, in all their natural relationships. Of course here the home and the church come first.

You want to help create a spirit of recreation which to some extent pervades the entire life of the city. In certain smaller communities I believe this has been done. One can, I believe, almost see and feel the warm human quality of certain communities long organized for living.

The individual recreation center is never an end in itself. True the boy likes to know he can come to the swimming pool with other boys of his own kind whenever he wants to. He likes to know a place will be flooded for safe ice skating in winter whenever it is possible. He likes to know that a hill will be set aside and protected for coasting when the snow comes. It is good to have a place where a boy can whistle, can play the harmonica with other boys, can sing, can join in the orchestra. A boy likes a place where he is understood. He wants to be with a man who understands him but does not talk too much about it.

More than anything else, however, such a community home is a place from which to carry a certain spirit back into all the rest of life.

The recreation movement at its best is closely akin to religion—not a religion of words, of verbalizations, but of action, of spirit. The recreation center is valuable insofar as it keeps alive a certain fire within—a religion of joy, of strength, of hardihood, of courage, of comradeship, of being a good sport.

Christmas is the day of all the year, it seems to me, that belongs most to the recreation movement, the recreation system, the recreation center. On Christmas Day even adults are not ashamed to feel warmly toward every one else, to wish every one well, to look human, to have a song in the heart, a light in the eye, almost to let the feet dance a little bit, to relax and be one's self, to be joyously active, to feel like a brother to all.

Could we not almost say that the purpose of the recreation movement would be fulfilled if all the days of the year became Christmas Days—days of deep joy and strength for all?

Howard Braucher

January

Photo by Gustav Ande

The Days Ahead

By V. K. BROWN
Director of Recreation
Chicago Park District

AS THE YEAR ENDS, with war clouds lowering overseas, two things are uppermost in our minds. The first is that the years have brought us continuously increasing evidence of the effects of leadership upon the life of a community. An illustration will make this clear. During the year, a visitor from a distant university came into the city, wishing to study in Chicago the play life of children where they are left to their own devices, and are free from the influences of adult control or inspiration. Going even to sections of the city remote from any play center, he found, nevertheless, the marginal effects of patterns set in those places where leadership is provided. He found children playing games which are not traditional and universal among children everywhere. He inquired where the children learned these games. Had they come down in the family life as bequests of the parents from their own remembered childhood days? In each case, inquiry traced the origin back to some play center. The children had observed the game or the activity on a visit to some recreation institution, or a visiting friend from some such institution had taught them the activity. Some influence had radiated out. So frequently did this prove to be true that the visitor left the city in despair of finding in Chicago a purely spontaneous pattern of play free from any of the effects of recreation institutions here.

When such evidence points unfailingly to the spread and the persistence of the influences brought to bear upon the life of a community, it brings home to us the responsibilities of leadership as well as the accomplishments.

Our in-service training program is one expression of our sense of this responsibility. Since there is continuous evidence that leadership does exert a profound influence, it becomes necessary that that leadership be constantly pointed toward higher levels, more advanced standards. But along with this matter of standards goes the necessity of assuming the other responsibility of leadership, responsibility for anticipating and preparing now for the demands which will be made upon leadership tomorrow.

If our leaders are to validate our claims to leadership, we must not only think through today's duties; we must also think ahead to tomorrow's obligations. We owe that to the society which employs and supports us. We must be planning for the needs which are destined to become critical in the approaching future, as well as for the needs which are implicit in the present situation. The threat to American security has become apparent to every citizen of this Republic in the new outbreak of war abroad. If we value our way of life, we must prepare to defend it.

We have been asking ourselves, therefore, what our duty will be to the citizenship which has entrusted us with those responsibilities inherent in our service to society. Certain things, we think, will become increasingly important as basic necessities. The cost of those necessities may force us to forego luxuries, things which are merely pleasant. How can we best adapt our service and our influence in the American social scene to the foreseeable needs which may be much closer than we currently know? Responsible for the gymnasiums, the baths, the athletic fields, and games areas, which are the public estate of our city, we think that we must immediately adapt our program of promotion and use of these facilities to the demands which may be made upon us in future.

Our Physical Activities Service

The times may call all too soon for virile and rugged endurance. If we must prove that democracy deserves to survive, manly vigor becomes a universal need of the first importance. Possibly society has too much emphasized sport for sport's sake. It may have overstressed the thrill and the enjoyment of participation. Possibly we must now face sterner realities and further emphasize conditioning the youth of our city to a harder way of life, a disciplined way of life, toughening the sinews and making harder the fibre of society against the work ahead. To condition themselves for a known exertion,

The material which appears here was taken from the Fifth Annual Report of the Chicago Park District for the year ending December 31, 1939. Had Mr. Brown written his report a year later he would without doubt have stressed even more emphatically the importance of recreation services in the days in which we are now living.

athletes train for endurance by building up a reserve beyond the expected exertion. Already our physical activities staff is grappling with the question as to what we must do to adapt our program to such new possibilities.

Physical stamina also is the foundation for nervous stability. Hysteria is a possibility in the not distant future. It is important that we should begin now our preparations to meet a war upon our nerves, such as has been waged before our eyes overseas. Emotional stability rests upon a physical reserve.

We need steadiness of nerves to be able to relax, to be poised, resolute, calm and sensible, to control our temper, to retain our sense of humor, to keep alive our tolerance, and to maintain active faith in the cause of right and justice. We need nervous reserves to remain sane, confident, clear headed and courageous. We need nervous vigor for that mental repose which keeps us from becoming so excited that impulsively we may use bad judgment. It is when people are physically and nervously worn out that they are most prone to become irritable, restless, and irrational. Society is close to being so worn out. Our generation has already endured to the breaking point. We have been through the World War and the great depression which followed it. We have witnessed the crumbling of world social and economic orders. We have seen our private means vanish, our national security threatened. We have borne the unbearable. Losses, tensions, and anxieties have fallen to our lot. We need refreshing; we need nervous nourishment. We must rebuilt our strength, restore our nervous vitality, if we are to find added endurance for what still lies ahead. It will be fatal if we crack up. We must see it through.

A world in transition is hard on its inmates; they must be toughened to take it, without whimpering. Calm nerves will do the trick. Courage and resolution are insecure without them. They crumble if not based on nervous stability. The courage of hysteria cannot be relied on, for the long pull. While desperation may inspire momentarily, steady fortitude earns enduring security. It is the stuff of which popular morale is built. Exhaustion makes it much more difficult to maintain calm serenity in times of stress. Whatever the work a person may be called upon to do, he can do it more productively if his nervous energies are not so depleted as to make him jittery. To serve this need, both our physical staff and our specialists in other fields are combining for more effective team work.

"If people are to realize the highest ideals of democratic living, recreation must mean for them opportunity to experience those satisfactions that come from fine human relationships, from joy in play, from appreciation of and participation in art, drama, music, literature, from an understanding of the world around them, and from the pleasures which arise in the pursuit of some special interest or hobby."—From *Physical Education in the Secondary School.*

Cultural Arts and Nervous Stability

Possibly we have emphasized cultural considerations for the sake of refinement where we must now consider them more in the light of our needs for calm and steadiness of purpose, for the ability to stand up under pressure with steadfastness. Music and the arts, the release of impersonations in dramatics, absorbing hours in crafts or hobbies, restful sessions in the sanctuaries of natural beauty, contact with the soil, and ministering to the growth of flowers in one's garden — all of them have aesthetic values, true. But possibly by some change in planning and in program emphasis we can adapt them to the additional purpose of escape from tension, of rebuilding our nervous reserve and thereby give additional and needed service to one, at least, of the necessities we soon must face.

Laying Foundations for Useful Skills

Our crafts are developing skills. Many of the activities in which the boys and young men are engaged in our parks involve the use of tools. They call for skill of hand, as well as for the development of resourceful creative-mindedness. They exercise and develop such native inventiveness as a boy may possess. They accustom him to thinking realistically and in a straight line, to thinking his own way through his own particular and personal problem. The lads who build in our shops the engines to drive their model planes, their model motor boats, or even the new model captive automobiles, are not only filling with purpose and meaning hours which might otherwise be idle hours; they are coming to grips with actual forces and actual substances. They face difficulties which are very real indeed, and they cannot escape from the hard laws of the universe. The forces of nature with which they deal are constant forces they are not subject to being cajoled. The boy

who makes a performing mechanism, whether it be an engine or a radio, cannot put anything over on the laws under which the forces of the universe operate. He can't cheat in his tests, nor curry personal favor. He has to meet rigid and implacable conditions.

Before long America may desperately need a generation possessed not only of a vivid and practical imagination, eager and competent in devising new and improved processes and products. We may need also disciplined skill of hand to bring the visualized idea into substantial reality. Perhaps we should place additional emphasis upon play in terms of early experience, to lay the foundation of the mechanical skills which society will find necessary. We have been thinking through our program in these terms, also. We consider it as something demanded of us as leaders and persons of influence in our contact with the youthful life of our communities.

Courtesy Wisconsin WPA

She is beginning at an early age to build up the physical stamina which is the foundation of nervous stability

Positive Contributions to National Solidarity

Finally, the most basic necessity of all confronting us in the future may prove to be the necessity for national solidarity. National morale is more than a set of ideas. It is also a matter of habits, of attitudes, of everyday relationships. It is a matter of adjustment to the give and take of life, between persons equally free in a democracy but equally inspired by belief in mutual concessions to each other. Its most vulnerable point lies in the fact that it depends upon confidence, confidence in the intents and in the effectiveness of the ideals of one's fellow citizens. Purport of approved purposes of life as an accustomed practice must be demonstrated before our eyes in order to command such confidence. Experience, testing and proving the integrity of one's fellows, is the only way in which one can learn to trust those fellows.

When the doings of other people remain mysterious, they are subject to suspicion. Until one has had frequent occasion to work with his fellow citizens and to observe that their motives are of the same stuff as his own, he can much more readily be made the victim of propaganda, of insinuations directed against people with whom he is not familiar. Those with sinister intent may soon launch a whispering campaign of innuendo designed to disrupt our nation into mutually suspicious and antagonistic factions. We must prepare at once against such possibilities.

Interpreting Democracy in Terms of Social Action

Perhaps America has relied too implicitly on an expectation that a democratic way of life will interpret itself, and so endear itself to the participant. We have trusted that the actual operation of democratic processes would make their dramatization unnecessary. Our drama department is now calling this assumption into question. They have suggested that henceforth we select for our stages plays which have interpreting significance rather than plays merely to amuse an audience. They believe that pageantry, when it talks on subjects in which people are currently interested, may usefully concern itself with making clear and thrilling some of those principles of human freedom, some of those objectives of human associated efforts to which mankind has always responded when the times called for great and fundamental decisions. They think that we can render yeoman service to the national cause by graphically presenting in plays and in spectacles the things men live for, and the principles and ideals under which men mobilize for voluntary concerted action.

We are questioning also whether in the social philosophy of our day there may not have been too much emphasis lately on the group as a unit, too little counter-emphasis upon mass action in larger movements looking toward federated unity. In park clubs and smaller units we now reflect with considerable satisfaction that we have never lost sight of the purpose of continuously federating individual groups into larger associations. Repeatedly such annual reports as this have pointed out this federating intent of ours. Where once we promoted individual teams to represent each park, upon park consolidation we abandoned such teams of varsity stars in favor of community leagues where many teams were brought together in a larger community organization. The community leagues, in turn, multiplying, have been combined into city-wide federations where self government demanded continuously unselfish concession to reach mutual agreements covering the city or the sport as a whole. They summoned people to get together.

We pointed out that softball was so organized. So was tennis, and archery. So were numerous other sports. Now we believe that the wisdom of this course is being demonstrated. It has contributed, we think, something of experience in working together as groups in the local scene, it is true, but with a larger sharing spirit of combined devotion to a cause in the general social picture. Every experience which successfully proves the possibilities of joint action is an operating unity of purpose, we think—every undertaking which gives people practice in working together makes a definite contribution to the security of a democratic society.

The Dangers of Disunity

When half of the world is ruthless, aggressively determined upon power and control, the other half can remain humane only if it be equally determined, equally armed spiritually, equally provided with material and mechanical resources of defense. But in two essentials the peaceful half of mankind must go beyond equality. It must excel in alert watchfulness, since it only is in danger of attack. It must excel also in devotion to unity, since its survival depends on a voluntary union of free men to overmatch onslaught at unguarded moments by hordes whose loyalties are commandeered and so are subject to no fluctuating ebb.

Alert and united national resolution therefore becomes our primary necessity. We must sleep lightly, with the arms of united purpose within instant reach against attack. The attack may be very subtle. . . . Artfully the fuses may be laid to fire class hatreds, economic rivalries, interracial enmities, sectional jealousies. Detonating, they will be planned to blow us apart as fragments that flame into internal revolution. Such trials as these may lie ahead. Our democracy may be put to the test to prove whether it even deserves to survive. And we may cry out then for concrete proofs that it is so deserving.

An Example of Community Solidarity

One such proof has been forthcoming this year in the community surrounding Davis Square. Realized there in factual reality is a development which has long been dreamed. Following Ward's experiment in Rochester, as the old reports of the former South Park Commissioners testify, in 1914 we sought to unite the people of our park communities in organizations devoted to the common welfare. Those organizations were planned to implement and make effective the universal desire of citizens to improved conditions in their home neighborhoods. We called them community councils. Membership was chosen to represent community business interests, the churches, schools, labor, racial groups, social and service clubs, every force in neighborhood life. It was a good idea. It has remained a good idea. But the councils survived for only a brief month or two. They disappeared. They have been started elsewhere, repeatedly, usually to suffer the same fate. We had come to believe that it was wiser to organize the people in a community only for brief

RETURNS TO THE TAXPAYER

Leadership which has proved that it does influence the city's life and is sensitive to its needs.

Promotion of programs of physical activity which will conserve health and harden resistance, and will introduce habits of life that contribute to nervous stability, safeguarding against despair.

Stimulation of interest in play or hobbies that develop skill of hand, accuracy and proficiency in the use of tools, as well as practical experience in thinking originally in solving problems.

Interpretation of American ideals, of the American way of life, of our system of free enterprise not in abstract words but in intimate terms which make patriotism and loyalty a personal attitude.

Consolidation of diverse social groups into compact, loyal solidarity that we may render secure those unities of purpose which underlie democracy.

campaigns in support of single and specific purposes. When our park supervisor in Davis Square proposed effecting a general community organization, we were sympathetic but not unduly hopeful of success. We had been through that experience too many times to be very optimistic.

But "back of the yards" the attempt has moved novelly. It is unique in our experience. It did not appoint; instead it enlisted membership by federating already existing organizations of the community. It did not go solely to the so-called leaders of the district; it went to the people themselves. It became a people's movement. It illustrates, we think, a further step in bringing into social combination a whole community, organized in groups to pursue a wide variety of group purposes. Federating first the young people's clubs of the community, the development has grown because other community organizations have joined in a body to make it a truly comprehensive council. Lately the local business men's association, the Chamber of Commerce, joined the council as unit. So has the American Legion Post. The churches were among the first to get into the community movement. Nationalistic groups followed. Presently labor, both C. I. O. and A. F. of ., joined in to lend support. Here is an example of the church, labor, business, youth, and social organizations uniting more effectively to pool their efforts for a happier community life. They were groups originally. But through park leadership their members have developed a social consciousness which became community-wide in its scope. Now they are responding to a super-group concept, the concept of the entire community. The larger hopefulness of outlook, the larger sense of neighborhood fraternity is markedly revitalizing both individual and community outlook.

As in other American neighborhoods, the long tension of the dark days through which we have all passed had its effect there in depression of spirit no less than in economic frustration. But from that sense of fear and distrust a reaction has set in since the community as a whole began working together to solve its common problems. There is a lighthearted confidence, a community optimism, a refreshing sense of surmounting the discouraging outlook, expressed in their faces and attitudes no less than in their slogan, "We, the people, will work out our own destiny." It is a revival of faith in the future, with full recognition that work is to be done, problems are to be met, difficulties are to be overcome. Notwithstanding this, they face the future unafraid. They have come into a proved and tested assurance that by united pulling together, these things can be accomplished. In their social gatherings, their athletic contests, their arts and crafts, their music and dramatics, they still seek recreational satisfaction. But in addition they have newly discovered that out of these interests there has come insight deeper than mere acquaintance. They have discovered unity of purpose, developing into team play, in the whole social scene. As they found their neighbors interested in the same purposes to which they themselves were devoted, a mutual understanding arose. Suspicions were replaced in an almost startled surprise by mutual confidence in each other. Cultural heritages remained no less precious. But they became treasures to be proudly shared, not jealously hoarded. Interracial relations lost that cold reserve which has long persisted, despite the admission that all are equal partners in our great American enterprise. That we man the same ship and share the same destiny has long been known. But there have been some lingering misgivings about granting complete trust even to follow shipmates where ancestral hostilities persisting, in memory, at least, have cried caution.

The allaying of these suspicions is the more significant in its timing at this disturbed moment, when friends and relatives back in the former homelands are plunged again into a revival of age old conflicts. Against that demonstration that the sons of ancient enemies apparently can never safely be trusted, a sudden new development of mutual trust here has emphasized the magic that lies peculiarly in America, working its wonders through our American way of life. When results of that way of life become so apparent, that way of life translates itself into something offering personal satisfactions, something sufficiently precious to be worth devotion. And the way of expressing that devotion becames simple and understandable—it is merely actively living, playing, and working together. It pays dividends in a coin that is familiar currency. It is coin of daily life. When for example, among numerous other accomplishments, over a thousand of their youth have been placed in jobs and on income before the year ended as a result of the community council effort on their behalf, democracy ceased to be a matter of abstract words. It became a living force. They had tried it in the concrete. In startled conviction they now look into each other's eyes and exclaim, "Listen! Give it a chance *and it actually works!*"

What They Say About Recreation

"RECREATION is the counterpoise to work. The medical profession, psychologists, and educators have long recognized the necessity for balancing work with leisure. The most civilized and the most savage nations have, either consciously or instinctively, obeyed the natural law for a balance in the routine of day-to-day living by providing the means for individual and mass recreation."—*Bernard Smith* in *Town Building.*

"We sometimes think our freedoms are the result of political institutions. In a larger sense they are the creators of free public institutions. The maintenance of the democratic way of life depends on the way we enjoy these freedoms."—*David H. Moskowitz,* Board of Education, New York City.

"A play leader who perfunctorily carries on activities and guards his playground against physical mishap has a job. The leader who adds skill and technique to these duties creates a profession, but he who crowns his profession with consecration and devotion performs a mission, and the children, youths, and adults who come to him for play and sport carry away deeper values and greater riches than the mere memory of a happy day."—From the *Play Leaders' Guide,* Milwaukee.

"Assembly singing is the simplest and most direct musical approach to the hearts of people and assures the leader that appreciation of music is inborn. So, listeners, sing! Singers, keep on singing! For singing is a universal medium of music, and experience which leads to artistic growth."—*A. E. Winship.*

"The present emergency makes it the more important that we go forward in all ways needed to assure our children decent homes, nourishing food, health services and medical care, schooling that prepares for citizenship, wholesome recreation, protection against child labor." — *Katharine F. Lenroot.*

"Happiness lies in becoming, never in being—in achieving a continuous growth toward deep personal satisfactions and social usefulness." — *Malcolm S. MacLean.*

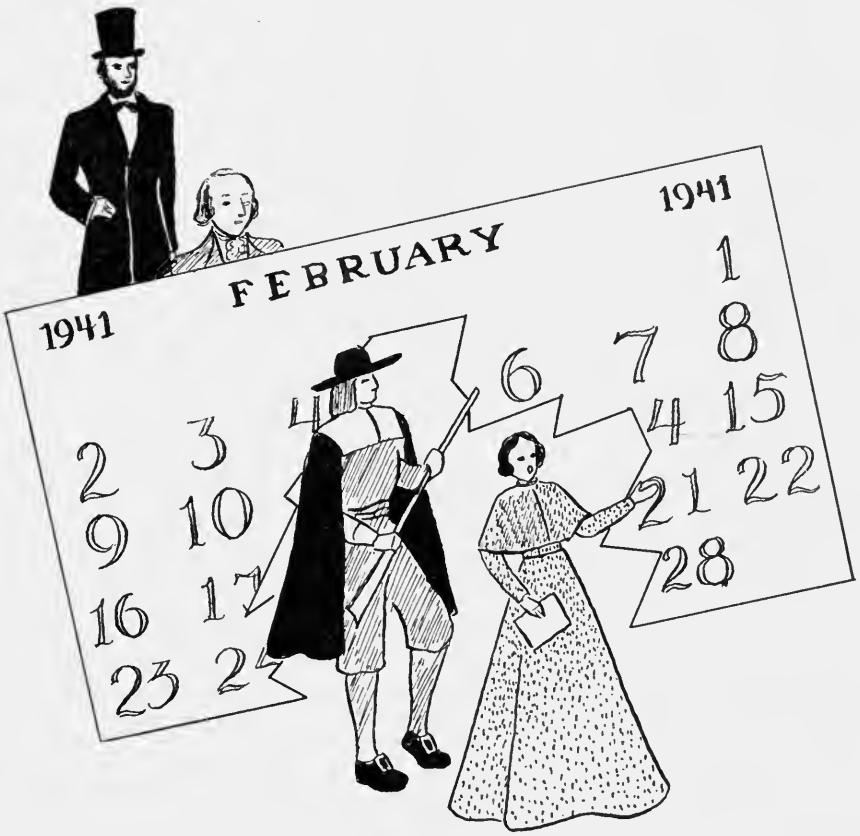
"Equality of opportunity in work, play, love, worship, and service—it is in recreation in these areas that equality of opportunity is simplest and richest in by-products for human happiness."—*J. W. Faust* in *National Parent-Teacher.*

"As a way of living democracy may be taught in recreation. In recreation the essential dignity and worth of the individual is recognized. He is accorded a place commensurate with his capacity and his willingness to serve. His success is determined by his ability to cooperate with others. As an individual he may choose his recreation, the time he devotes to it, and his companions; and yet full enjoyment of his recreation requires submission to collective choices and to self-imposed laws. This is the essence of democracy." — *George Hjelte* in *Administration of Public Recreation.*

"The prophet may be sure of this: Beneath uncertainty there lies abiding certainty. Time brings men back to the ancient truths and the changes are seen to be not in fundamentals but in the outward aspect of things. The habit of perspective is hard to acquire in our world of immediate pressures but it deserves cultivation."—*Joy Elmer Morgan*

"That individual is not liberally educated who possesses no play skills. It is significant that England, to whom we have looked for many of our educational procedures, lists an individual's hobbies and recreations with his biography in *Who's Who.* It is also significant that qualification records for Rhodes Scholars provide for the listing of the sport or sports engaged in by the potential scholar along with his other attributes." — *Anne Schley Duggan* in *Journal of Health and Physical Education.*

"We are banded together for the common purpose of making our communities better through leisure time activities. We are working together to bring out the highest potentialities of our youth to give it a finer spiritual aspect. We know that there is no real democracy unless based upon the spiritual. After all, that is what America is resolved to preserve."—*Judge John P. McGoorty.*



Fame in February

You will search in vain for a hatchet, a heart, or a cherry tree in this party, but you will enjoy the novelty of it!

ASTROLOGISTS claim that most people born in February are "destined fame, prominence and rtune." Take a look at the mes of those who celebrate eir birthdays in the second onth and notice the long list of already-famous mericans. Now while you have the list at hand, ay not plan a birthday party in honor of these 'ebruaryites"? You may gain a little February me for yourself if you can add something new the overworked party calendar of St. Valentine, 'ashington, and Lincoln celebrations. The for-tten men and women of February deserve some cognition and your friends will appreciate a ange from hearts and hatchets.

It will be a simple matter to tear down the rriers of Time and let your "historical" guests ve a one night get-together. Since there are ore than twenty-five famous Americans who ere born in February, each guest may take the rt of a celebrity unless the party is a large one, and in that event, some people may come as less famous guests or each historical character can be represented by two people. Since there is a scarcity of famous February women, some of the girls can come as men. Here is a suggested guest list with birth dates. You may invite more or fewer persons as you wish:

Feb.	*Guests*	*Feb.*	*Guests*
1	Victor Herbert	11	Thomas Edison
3	Horace Greeley	11	Daniel Boone
3	Elizabeth Blackwell	12	Abraham Lincoln
4	Sidney Lanier	12	Cotton Mather
4	Mark Hopkins	15	Cyrus McCormick
5	Roger Williams	15	Susan B. Anthony
5	Dwight Moody	15	Elihu Root
5	Jebulon Pike	16	Col. Henry Watterson
5	James Otis	20	Joseph Jefferson
6	Aaron Burr	22	George Washington
7	Millard Fillmore	22	James Russell Lowell
8	General Sherman	26	Wm. Cody (Buffalo Bill)
9.	Wm. Henry Harrison	27	Henry W. Longfellow

Invitation booklets are made from construction

paper with a February calendar drawn or pasted on the cover and the date of the birthday party circled with colored crayon. Appropriate covers can also be made with small prints of February horoscopes. The invitation printed inside will inform the guest that he is to be a famous guest of honor at your February birthday party. No costumes are required and the only password is a general knowledge of "his own" life and times.

Silhouettes will make appropriate decorations for this collective birthday party. If possible choose familiar outlines — Washington, Lincoln, Daniel Boone, Buffalo Bill. Draw the figure on a large sheet of heavy white wrapping paper, fill in with black paint, and mount on large sheets of cardboard. When placed against the wall the figures stand out sharply if spotlights or lamps are put behind them. Smaller silhouettes of articles associated with your "guests" may also be used. Everyone will recognize the significance of a hatchet, stovepipe hat, or coonskin cap.

Introductions. As each person arrives warn him to keep his own "identity" a secret, but tell him you want to introduce him to some of the other guests. When he has been given a piece of paper and pencil, escort him to a large table on which a birthday exhibit has been laid out in advance. Each exhibit is numbered and the guest is to write opposite the appropriate number the name of the famous February person suggested by the object. Thus, a copy of *Daddy Long Legs* or a picture of a tall man may be Longfellow; an electric light may represent Edison. Other possibilities are:

Buffalo nickel on a dollar bill	Buffalo Bill
Copy of Gettysburg address without title	Lincoln
Silver dollar	Washington
Small root	Elihu Root
Burr or cockel	Aaron Burr
Coonskin cap or tail	Daniel Boone
Picture of mountain peak	Pike
Word "marching" written on slip of paper and pushed through slit in map of Georgia	Sherman

Birthday Calendar. While some of the early guests are busy with the exhibit let others begin on the calendar. Hang on the wall a large calendar for February, 1941. Give each player a small square of paper on which is written the date of the month in which "he" was born (Washington, 22; Longfellow, 27). Blindfold each one and let him try to pin his date where it belongs on the calendar. Give them a brief time in which to study the February calendar.

Portrait Puzzles. If it is possible to secure pictures of some of the better known characters whose birthdays you are celebrating, it will be fun to guess their names. Mount the pictures on cardboard and number them. Let early guests wander around the room trying to connect the right names with the right pictures.

Who Am I? Now that all the guests have arrived you are ready to begin the birthday games. Since none of our heroes have come in costume it will be difficult for them to recognize one another. Give them a chance to guess each other's name. On a sheet of paper each person lists the numbers 8 to 1, counting backwards. Opposite each number he will write a short statement describing himself. The first statement will be very general and may apply to more than one individual, but as the list continues the description becomes more definite and by the time sentence No. 1 is written everyone should be able to guess his identity. Thus Mr. Lincoln may write:

8. I was president of the United States
7. I was vitally interested in the common people.
6. They called me an idealist.
5. I was a lawyer.
4. I was a persevering student.
3. Mine was a war administration.
2. I was a Republican.
1. I issued the Emancipation Proclamation.

When all have finished their stories, let each read his statements aloud in turn. Meanwhile the guests have written on another sheet of paper a list from 8 to 1 for each speaker. As each character reads his story the players write his "name" opposite the sentence number at which they discover his identity. Thus if a player recognizes President Lincoln after the fourth statement he will receive a score of 5; if he does not get the name until the seventh statement, his score for Lincoln will be only 2. The scores are added together when the last person has given his autobiography and the person with the highest score wins.

Who Are You? Now that the guests recognize each other it may be a good idea to let them get acquainted. Roger Williams and Abe Lincoln probably have many things in common, and no doubt Buffalo Bill and Daniel Boone would welcome an opportunity to swap stories! Ask your guests to number off by twos and then form two circles, one inside the other. The outer circle begins to march around counterclockwise while the inner circle goes in the opposite direction. At

a given signal guests in the two circles turn and face each other and each pair immediately starts a conversation. For instance, Susan B. Anthony may ask Dan Boone how comfortable his fur hat is, or President Fillmore will discuss his administration with President Harrison.

If you think guests will have difficulty in remembering each other's historical identity, cards with names may be pinned to suit or dress. The conversations continue until the signal is given, when all say "good-bye" and start marching again until another halt is called and another conversation begins. After a while you may reverse the direction of the circles or have half of each circle exchange places.

Colonial Newspaper. The early American guests at your party will recognize this word-of-mouth newspaper. All the players are seated in a circle and one is chosen "Town Crier." He leans over and whispers a bit of colonial news to the person at his left. Any appropriate statement will do. It may be "Have you heard about the tea they dumped in Boston Harbor?" or "Paul Revere's horse broke his leg between Lexington and Concord." Each person to whom the news is told leans over and whispers it to the person next to him. No repetition or restatement is permitted, each person giving the message only once to his neighbor. The last player states aloud the news as he heard it. The difference between this news and the news which the Town Crier originally gave is usually amazing!

This game can be made into a relay by arranging your guests in two or more rows. A town crier is chosen for each side. The hostess or leader writes the news on two slips of paper and hands one to each crier. At a signal the sentence is passed from player to player by whisper. The last player in each row runs back to the host and whispers the news. The team whose statement is most nearly correct wins. In a tie, the team finishing first wins.

War Between the States. Your friends from the sixties will find something reminiscent in this battle of the blue and gray. Even grave "Mr. Lincoln" will enjoy taking part. Players may draw slips to form a northern and southern army stationed on opposite sides of the room. Toss up a toy balloon in the center of the room. The two teams rush for it and attempt to bat the balloon to the other team's wall. The army which succeeds in causing the balloon to hit the opposite wall wins the first battle. Extra balloons will be needed if this mock war lasts very long. (This game will depend on size and type of room in which it is played.)

Telegrams. Put in a bowl the historical name of each person present. Now each one is to write a telegram to the person whose name he picked, beginning every word in the telegram with a letter from his own name. For instance, if Cotton Mather is writing to George Washington he will have twelve words in his message and the words must begin with C-O-T-T-O-N-M-A-T-H-E-R. The telegram should have some reference either to the sender or the receiver. Mr. Mather's telegram may read:

MR. GEORGE WASHINGTON
MOUNT VERNON
VIRGINIA
DEAR GEORGE,
CONGRATULATIONS ON TRIUMPH. THIS OCCASION NEEDS MORE ADVOCATES. TREMENDOUSLY HAPPY. EDIBLE REFRESHMENTS.
MATHER

February Quiz. Give your guests a February "false-true" quiz and see how much they know about the shortest month in the year and some of its famous people.

1. Groundhog Day is the twelfth of the month. (F)
2. Massachusetts ratified the constitution in February. (T)
3. Four presidents were born in February. (T)
4. Valentine was an old English matchmaker. (F)
5. February once had 29 days every year. (T)
6. Daniel Boone rode the Pony Express. (F)
7. Susan B. Anthony fought for temperance. (T)
8. Wm. Henry Harrison was assassinated. (F)
9. Wm. T. Sherman was a general in the Union Army. (T)
10. Roger Williams was governor of Massachusetts. (F)

How Many Words? Seat your guests and let them write words made up of the letters in FEBRUARY. When the time is up let the person with the longest list read his aloud, with others giving their additions when he is finished. If everyone in the room has a word no credit is given, since each word is credited only with the number of people in the room who do not have that word. Thus if everyone has the word "rare" no one gains credit; if six people do *not* have "berry" each person having the word gets six credits. The highest score wins. Here are a few of the possible words: fare, bare, bear, rare, berry, ferry, far, buy, ray, err, rye, bury, aye, bray, bye, fray.

Pony Express. Buffalo Bill will consider his birthday well celebrated if you include a pony

express race. Since this is to be a relay, set up two courses for the mail-carriers, possibly along opposite sides of a large room. Each team lines up at one end of its course. Being the first station this is known as St. Joseph, Missouri, while the opposite end of the course is Sacramento, California. At a signal from the leader the first "rider" from each team comes forward and pulls over his ankles a 1½" rubber band cut from the inner tube of an automobile tire. He then sets out with the mail (a letter), shuffles to Sacramento and back to St. Joseph. He must not hop. Once back in St. Joseph he removes the rubber "horse" and gives it to the next "rider" on his team. Each one carries the mail in turn and when the last one has completed his trip the mail is handed over to the leader. The first team to come through wins.

Daniel Boone Race. The famous pioneer from Kentucky is known for his long, dangerous trips through the back woods. Remembering the Indian raids, mountain passes, and other early American inconveniences, it will be most appropriate to plan your obstacle race in his honor. Map out the course of the trip around a large room. Put many obstacles in the way of the racers. A large cardboard box, a stool, some books, a paper lake (of old newspapers), a piece of cord for a snake, a feather pillow (treacherous Indian), and others. Give the first traveler a foot ruler with a large cork. He must put the cork on one end of the ruler and carry it by the other end along the trail, stepping over books and Indians, in and out of the box and around the lake and snake without dropping the cork. If he does drop it, he turns back without reaching his destination. Those who complete the trip safely must make a return trip with corks balanced on two rulers, one in each hand.

Copper Puzzle. Since Mr. Lincoln is honored at your party supply the guests with Lincoln pennies and see how much they know about their country's coins. Ask them to find on the penny:

A small animal	hare (hair)
A snake	copperhead
A messenger	one sent (cent)
A flower	tulips (two lips)
Part of corn	ear
Edge of a hill	brow
A country	United States
A fruit	date
A part of a river	mouth
A beverage	tea (T)
Yourself	I (eye)
A building	temple
An emblem of victory	wreath
What a ship sails on	sea (C)
Two kinds of votes	ayes, noes
Impudence	cheek
Slang for hat	lid
A student	pupil
Result of victory	won
Strokes of whip	lashes (eyelashes)

The Forgotten Man

Who's Who? Since variety is the spice of life let your guests change their names for a little while. Hang on the back of each person a placard on which is printed the name of some prominent American who was *not* born in February. Everyone can see the placard but the person on whose back it hangs. He can only discover his own identity by the questions others ask him. These questions should pertain to the character, but not too specifically. For instance, people may ask "Anne Lindbergh": "Do you mind being up in the air so much?" or "Did you enjoy your trip to the Orient?" Guests wander about the room asking questions until someone guesses his own identity.

United States. Why not test your all-American guests on their geography? Colonial people who have been following more recent American history may surprise you with their knowledge of the United States. Give them a list of questions which can be answered by the abbreviations of some of the states.

What is the cleanest state?	Wash.
The most egotistical state?	Me.
Which state cures the sick?	Md.
Which state needs a doctor?	Ill.
What is done to grass?	Mo.
What is a decade?	Tenn.
Which is the happiest state?	Ga.
The most religious state?	Mass.
Which state saved Noah?	Ark.
What state is a grain?	R. I.
Which is the parent state?	Pa.
Which studies carefully?	Conn.
What is raw metal?	Ore.
What is as good as a mile?	Miss.

Guess the Nation. Many of our guests lived in the United States when it could scarcely be called a nation, but whether they were alive in 1770 or 1880 they will all be interested in this nation game. Give them a list of phrases and ask them to write down the

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A Park Dedicated to Naturalists

By R. S. FENDRICK

A park which will supply botanists with a laboratory for their research

A LOVELY BIT of natural woodland, known as Cheesequake State Park, was formally opened by New Jersey last summer. Unlike other parks in the State, it is a serene and secluded spot drenched with the woodsy fragrance of most of the familiar American trees and with the tang of sea breezes—a place of rest and peace where birds sing all day long. The park revels in ferns, flowers and shrubs, including many rare and gorgeous varieties. It is chiefly virgin forest, untouched by human hand.

Cheesequake Park, which was constructed by WPA, contains 465 acres. It has no beachfront, but it lies back of and overlooks Raritan Bay between Morgan and Lawrence Harbor, Middlesex County. It rises from sea level to an altitude of 120 feet in less than a mile.

In designing the park the engineers continually kept in mind the fact that the restful atmosphere would best be maintained by winding roads which would prevent speeding, and at the same time literally compel visitors to enjoy the passing panorama of flowing trees and shrubs. Another idea in slowing down traffic was to protect the wild life of the area. Altogether, four miles of roads and seven miles of trails were built.

Still another objective was to make the park serve as a sort of horticultural laboratory in which botanists could study and experiment with plant life of all types. Already the famed Towrey Botanical Club under the leadership of Dr. John A. Small of Rutgers University has made four field surveys in the park.

Cheesequake State Park has also proved to be a treasure trove to naturalists because of its location along the terminal moraine, the narrow strip left in the wake of the glaciers which stretched from Perth Amboy to Pennsylvania. This moraine more or less marks the dividing line between Northern and Southern hardwood trees. Both species are found in the park.

Courtesy Work Projects Administration

For the convenience of picnickers at Cheesequake Park, seventy stone fireplaces have been provided

Scrub oak that dominates the pine barrens of South Jersey is also found in the park, as are many other species including black, white, red, scarlet, or Spanish, pin and chestnut oaks.

A number of botanists have suggested that Nature is conducting an experiment of its own in an effort to revive the chestnuts that were ruined by blight some years ago. Since the WPA crews started working in the park, chestnut trees were found growing from the stumps of trees killed by the drought. One of these coppice chestnuts attained a thickness of three inches and a height of twenty feet before succumbing. One that was blooming two years ago and produced a few nuts has since died, but from its stump fresh shoots have appeared, as though Nature is struggling to immunize this species of tree against blight and restore it to its glory.

This is typical of the open laboratory studies being made in the park by experts from local horticultural establishments.

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Planning the Community School

This statement is based on the recently published volume, *Planning the Community School,* written by N. L. Engelhardt and N. L. Engelhardt, Jr., published by the American Book Company, New York City. Recreation workers, as well as school administrators, will find this book of interest to them in their planning.

MUCH HAS BEEN written about the wider use of the school plant and many suggestions have been made as to ways of adapting school buildings for community use. It has generally been assumed, however, that schools should be planned primarily to serve the varied requirements of the day school curriculum and that any other uses were secondary, if not incidental. The authors of *Planning the Community School* make it clear that they hold a different view by stating that present-day planning "stresses the development of school houses which are not incidentally planned or only partially planned for community use but are as fully devoted to this purpose as anticipation of needs can make possible."

A basic theme running throughout the volume is the belief of the authors that the "development of community schools in which adults as well as children frequently work side by side will help greatly in the advancement of American democratic living." Another major thesis is that the school is particularly fitted to extend to young people and adults as well as to children opportunities "for study and practice in all realms of the arts, sciences, and group activities affecting community life." At the same time it is pointed out that facilities and programs must be developed to meet the particular needs of the individual community and that standardization in planning must therefore be avoided. That community needs and interests merit equal consideration with school curriculum requirements in school plant planning is repeatedly emphasized. "The design of units of a school plant must be conceived in terms of the sum total of the life activities of the people in the community."

Most of the volume is devoted to a careful consideration of the functions and design of special features of the community school. It contains a wealth of technical information as to the planning and equipment of specific units, which merits thorough study not only by architects and school administrators but by all who are concerned with leisure-time programs for youth and adults. Even though emphasis is laid upon planning for community use, the authors continually call attention to the relationship between day school and community needs and to the practical methods of meeting them. Floor plans and sketches afford examples of good design and illustrate principles indicated in the text. Specific arrangements that have proved satisfactory in designing various units of the community school are described; desirable dimensions for various units are set forth; and essential items of equipment and furniture are suggested.

The auditorium, its design, equipment, and auxiliary work spaces, is treated in the greatest detail and this chapter should afford a useful guide in the planning of a little theater or auditorium regardless of its location. The discussion of indoor game spaces is less adequate but the chapters dealing with facilities for music groups and workshops for the arts and crafts are particularly helpful. Other chapters outline the possibilities of developing units such as home living laboratories which are infrequently included in school plants today but which merit a place in the community school of the future.

In view of the authors' conception of the functions to be served by the community school building one is not surprised to find the statement that the purpose of the school grounds is that of "providing play and recreational areas for the use of all the people during and after school hours, on week ends, holidays, and in summer vacation time." The conclusion logically follows that expansive areas will be needed — in the authors' opinion "the most desirable community school sites range from 25 to 100 acres." This conception of a school site appears more revolutionary and more improbable of general acceptance or wide application than the type of community school building suggested in the volume. This may be due in part to the fact that it differs so widely from the common conception of the school site but also because in many cities provision of certain recreation facilities and features proposed for the community school grounds is considered a function of a municipal agency such as a park or recreation depart-

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Recreational Criteria

Ten dangers to be avoided by the recreation worker who would achieve success

By DWIGHT D. W. DAVIS, Ph. D.
Eastern Oregon College of Education

RECREATION programs may be initiated and consummated either by the individual, the home, the school, the church, or by the community; but whatever the point of origin or the center of interest may be, one thing is evident: the measure of its success will be determined by the basic criteria upon which the entire undertaking rests.

It is the purpose of this article to develop a set of standards by which everyone—the layman and the professional worker alike—might evaluate the potential effectiveness of his own leisure-time program. If the sponsors of recreation would have it produce the most beneficial and permanent results, they must be careful to avoid the following dangers:

Some Danger Points

Narrow Specialization. Going to seed on anything is a stultifying experience; its inevitable outcome is monotony and a cessation of growth. If one isolates a type of recreational experience and concentrates upon it to the exclusion of all other possible areas of enjoyment, he not only fails to develop the fullness of his own personality but also restricts his sphere of influence upon the lives of others.

For the individual, the home, the church, the school, the community—whatever the agency—to segmentize a leisure-time activity and emphasize it at the expense of other equally profitable experiences will result in certain recreational hara-kiri. On the other hand, a program characterized by intelligent variegation is one destined to create interest and meet the needs of different groupings.

Deliberate Segregation. Community recreation programs are interested in the development of harmonious relationships among the heterogenous elements of diverse social groupings. It is hoped that such an endeavor will promote amity and communal solidification. Cliques are an anathema to the achievement of such goals.

Recreational isolation is tantamount to group inbreeding—a thing just as undesirable in the realm of leisure as it is in the field of biological reproduction. Inasmuch as community recreation has pledged itself to a policy of inclusion, rather than one of exclusion, we need to remember that socialization is hastened through the process of interaction, and the more diverse the contacts the more complete becomes the process of assimilation. The goal is recreational amalgamation, not segregation.

Regimentation. Commercialized recreation institutions seek to standardize the leisure-time offering and dispense it on a large scale production basis. Adherence to such a procedure results in greater profits for the vested interests, but does nothing to stimulate the creative urge lying dormant in most people.

Exploitation for profits rather than education for service, mechanized routine rather than spontaneous variety, mass hypnotism rather than individual stimulation, stagnation rather than creation, ennui rather than animation—these are the inevitable outcomes of commercialization in the field of leisure.

The most desirable recreation activities are those which place the main emphasis on persons, not programs, and which stress activities and promote them not for their own sake alone but because of what they will do to individuals.

From this point of view recreation cannot be regarded as a synonym for entertainment; certainly recreation leaders ought not regard themselves as amusement peddlers. Their responsibility is to devote the bulk of their time to inculcating recreational desires upon the higher levels. This cannot be achieved by giving detailed instruction to the person with leisure, hoping thereby to mould him to a common pattern; if it comes at all it will be because someone has trained him to avoid the dangers of regimentation and to evaluate his choices with care.

Shifting Responsibility. Little need be said about this danger by which is meant the American habit of "passing the buck." Any undertaking, to be successful, must have someone in whose hands is placed the responsibility for decisive action, other-

wise progressive movement is stalemated. The intelligent leader parcels out specific jobs and holds definite persons responsible for their discharge, it is true, but at the same time he does not shift to a minor those responsibilities which, because of his position, he ought to carry himself.

Everyone of us ought to accept the challenge to become a leader in recreation.

Deadening Monotony. We'd soon be ready to resort to violence if we had to listen for long to the steady see-sawing of the violin bow on the open "A" string.

Recreation falls in the same category; it ceases to be "re-creative" when it becomes monotonous to us. The challenge which we formerly found in the activity has vanished and it becomes empty and meaningless. The inevitable concomitant of recreational monotony is boredom — the very thing which a leisure-time pursuit seeks to forestall.

The answer is simple: both community and individual recreation programs must recognize the desirability of meaningful variety. This is not intended to imply that we embrace every jitterbug innovation that comes along, but it does suggest the thought that the holding power of any program can be strengthened and lengthened if the leadership back of it seeks to inculcate a little of the "spice of life."

Indifference to Preparation. Everyone who has had anything to do with the social activities of people, of whatever age, knows that indifference to preparation will wreck a social program faster than any other one element.

Recreation leaders must accept the Boy Scout watchword, "Be Prepared." Those who do will find that their programs are starting on time and terminating psychologically; that they are moving freely among the group, radiating enthusiasm instead of cold shouldering everything; that their whole tonal feeling is one of relaxation rather than one of tension; and finally that they have participated in the direction of a really worthwhile human experience rather than having contributed to a first class flop.

"Napoleonism." "Napoleonism," as a recreational concept, carries with it the idea of individual dominance—a one-man show.

Any leader in the field of recreation is predestined to certain defeat if he thinks more of himself than he does of the group with which he works. It is his function to discover and develop the individual potentialities of each follower. This he can do only by submerging himself.

Top-heavy Machinery. A certain amount of organization is essential for the successful operation of any program; but over-organization will act as a brake upon its movements. As a rule, the simpler the recreational mechanism can be kept the more efficiently it will function.

Ignoring Customary Localized Conventions. The intelligent leader avoids arousing unnecessary antagonisms. If he would do this he will set up his program in conformity with the folkways of the community in which he labors.

If his anticipated recreation program is not in harmony with the traditions of the community, it will be necessary for him to educate the community to his point of view. In doing so he must bear in mind that there is nothing cataclysmic about change; it comes about slowly, but in time, come it must. In the interim his policy ought to be one of intelligent conformity.

Negation. A "don't do this" and "stop doing that" attitude has never yet been successful in doing anything but stimulating human participation in the very things denied. The positive approach, which supplies folk with so many desirable activities that they can't find either the time or the inclination to follow the undesirable, has much to commend it.

DO THESE	AVOID THESE
1. Diversify	1. Narrow specialization
2. Assimilate	2. Deliberate segregation
3. Encourage originality	3. Regimentation
4. Assume responsibility	4. Shifting responsibility
5. Stimulate variety	5. Monotony
6. Be prepared:	6. Indifference to preparation
a. Be prompt	a. Late starts
b. Terminate psychologically	b. "Petering out"
c. Radiate enthusiasm	c. Cold shouldering everything
d. Relax	d. Tension
7. Share the load	7. "Napoleonism"
8. Simplify	8. Top heavy machinery
9. Conform intelligently	9. Ignoring the folkways
10. Affirm	10. Negation

Recreation Guideposts

In this article we have developed the thesis that sound recreation programs must be constructed in harmony with desirable criteria. Some of these standards, guideposts for any leisure-time program, have been summarized in the table shown at left.

Is Your Hobby Organized?

By IRVING BACCHUS
Fort Worth, Texas

America has many hobby societies busily engaged in promoting the pastimes they represent. Observing the quaint clans and tribes who pool their leisure-time interests in associations of various kinds has long been a diversion of the author, and no stamp collector rummaging through a trunk filled with thrilling philatelic possibilities has ever found more delight in his hobby!

THE MODERN American's alacrity to organize for furtherance of every objective holds true in the hobby world as in all other fields of endeavor. Yes, let a handful of hobbyists get together, and before the session is well under way the fruits of organized cooperation will be extolled, someone will cast a motion, and another hobby society will move off the assembly line!

It's a healthy condition, however, for these busy bands establish standards, protect and promote the recreational ideals they cherish, and labor industriously that the public may develop a better understanding of their pastimes.

Philately is, without doubt, the world's most popular hobby. The American Philatelic Society with headquarters in Denver is the rallying group for stamp collectors in the United States. An interesting cousin of the philatelist is the poster stamp fan. A poster stamp, if you haven't been properly introduced, is a tiny gummed, perforated poster printed on quality paper and bearing a design of merit. Poster stamp collecting is often a decline with philatelists, but genuine poster stamp pursuers play in a world of their own, duly organized by the National Poster Stamp Society.

Photography, a hobby ranking second only to philately, has thousands of adherents in the Photographic Society of America and the Amateur Cinema League, an organization of movie makers.

The year 1940 registered a boom in model construction, and here a cluster of national organizations fathers thousands of local chapters. These coast-to-coast groups include the Academy of Model Aeronautics, drafting regulations for model airplane builders and flyers; the National Model Railroad Association, the Miniature Racing Car Association, the Model Yacht Racing Association, and the American Model Power Boat Association.

"Writing twenty-five words or less" is another hobby that leaped in popularity last year, probably because American advertisers offered winners a $50,000,000 plum. Contesters are organized, too, and many local chapters of the National Contesters Association meet regularly for discussion of new contests, ideas, and winning entries. Perhaps it seems strange that competing contestants share ideas, but as one entry-blank artist pointed out: "Several heads are better than one, and there are plenty of prizes to go around." This attitude reflects the spirit of most hobby groups.

Many of the nation's hobby societies are divisions of international amalgamations. The English, in particular, have several venerable leisure-time organizations with branches in the States. The national groups frequently create interesting designations for the local chapters, such as the title "tent" for individual units of the Circus Fans of America.

The aim of the Circus Fans, after snuggling as close to the Big Tops as modesty permits, is to assist in preserving the nearly-extinct expositions for future generations. No free riders, the Circus Fans stand ready at all times to boost circuses in any way possible. Whenever you read of a Circus Fans' convention your last dollar can be wagered safely that a circus is spread in the neighborhood!

A related group to the fans is the Circus Model Builders and Owners Association. Members of this tiny cluster express themselves by constructing miniature shows, some of which have 150,000 pieces and require days to whip into show shape. The clan was organized to promote the exchange of circus information not always easily obtainable.

Have you jeered at some ancient jalopy chugging laboriously down the avenue? Perhaps the joke is on the laugher. Yes, there are hobbyists whose idea of recreation is preserving these early vehicles. They belong to the Antique Automobile Club of America, the Veteran Motor Car Club of America, and the Horseless Carriage Club. Merriment to these hobbyists constitutes a friendly gambol in their 1902 Pierce-Arrows and forty-year-old Jones Corbins. When tomorrow's youngsters gape at these early monstrosities and ask "who keeps them polished," you may thank the antique auto clubs.

Are the railroads merely another mode of trans-

portation to you? Then get acquainted with some interesting people who see the iron horse as a richly romantic charger. "Railfans," whose very designation will rate the dictionary because of their snug devotion to the steel carrier, have various spheres of interest. Railroad history, and occasional jaunts by rail, draw the attention of the National Railway Historical Society, but model railroaders relish action in miniature. The Electric Railroaders Association is composed of interurban lovers who thrill at the electrically-powered units now headed for extinction. Members ride, photograph, and give close study to the electric cars. More than a hundred railroad hobby clubs of one kind or another may be found in the United States.

Word puzzles have fascinated a small knot of Americans for more than half a century, and these hobbyists have long enjoyed the fruits of close harmony. The National Puzzlers Association was created in 1883 and is still going strong. "Puzzling is the national intellectual pastime," assert these players, whose sense of humor is revealed by the funny pseudonyms they use in correspondence. A similar clan is the American Cryptogram Association, whose emblem informs one that the cryptogram is the "aristocrat of puzzles."

The Corrigans of hobbyland are match cover collectors, throwing away the banana and cherishing the peel. These collectors trade flaps through their society, The United Matchonians. Postcard lovers flock to The Postcard Collectors of America. A. H. Wood of Kansas City, chief ramrod and president of the postcard clan, is also publisher of a healthy infant, *The Postcard Gazette*.

"Button! Button! Who has the button?" is hardly the motto of the National Button Society, but these collectors nevertheless are seeking buttons of all varieties and ages. Fully atune to the importance of a tiny gadget, the button fanciers study history through the stories of buttons.

Doll collecting is a popular hobby, and the rallying clan here is The Doll Collectors of America. Coin collectors, whose weakness is man's medium of exchange and the medals with which he bedecks himself, fraternize through the American Numismatic Association. This group has financial brackets concerning every phase of coin and medal collecting, and members obviously include many persons whose incomes are somewhat abov the average.

Follow the disappearing coin and watch a rabbi pop out of the topper—there you'll find a membe of the Society of American Magicians. A portio of the SOAM members are semi-pros but th majority are amateurs. The professional magicia is disappearing, but conjury as a hobby is mor popular than ever. Anne Carroll Moore, authorit on hobbies, ranks magic as fourth among all popu lar pastimes.

Twenty-five thousand hobbyists whose happie hours are spent peering into microscopes ar linked—if not by actual membership — with th American Society of Amateur Microscopists, a organization created to serve amateurs on a lesse complex scale than the highly technical profe sional groups.

Are you interested in food? The Society o Amateur Chefs includes a group of New Yor celebrities who have absolutely no regard fo waistlines! Jack Dempsey, John Erskine, Gele Burgess, Tony Sarg and Christopher Morley a a few of the celebrities who fraternize at the di ing table and in the kitchen, arguing the respecti virtues of the delicacies each enjoys concocting.

Combating American "spectatoritis" are nur erous groups designed to promote participati sports. A few of these hobby organizations a the National Horseshoe Pitchers Association, t National Archery Association, the Americ Roque League and American Paddle Tennis A sociation. Bowling, lawn bowls, badminton, tal tennis, squash and many other participating spo are similarly organized.

Pets, outdoor activities and nature pursu have led to the formation of many interesting s cieties as, for example, the American Cat Assoc tion, the American Pigeon Racing Union, t Amateur Astronomers Association, the League Walkers, and the American Nature Association

"A rose for every home, a bush for every g den," is the aim of the American Rose Socie Other flower societies promote their favorites w equal fervor.

The Early American Industries Society is b on the preservation of tools, implements, ap ances and other mechanical devices of our ea craftsmen and workers; and the Society for e Preservation of New England Antiquities ha a similar pledge.

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Should the Schools Train for Leisure?

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Over a period of several years the author has experimented with a plan to train high school students for the intelligent use of leisure. One thing these experiments have shown is that students can be introduced to activities entirely new to them and as a result develop a definite interest in them. Even activities which he "thinks" he will not enjoy attract the student when he has an opportunity to learn about them. In an article in a future issue of the magazine Dr. Partridge will describe his experiments.

"PREPARATION for a worthy use of leisure" has been one of the tated aims of American ducation for at least two ecades. Some educators ave taken this objective eriously enough to provide pportunities whereby young eople can have experience ı various types of leisure-me pursuits. However, in pite of the fact that the mount of leisure time avail-ble to the American peo-le is steadily increasing ıere is no widespread or concerted attempt to set ıto operation a program to enrich the leisure ac-vities of young people. For the most part what ; now being done in this direction is the result of ıe initiative of local administrators rather than ny widely accepted plan of approach whereby all oung people who graduate from high school will ave a broad background of experience in leisure ctivities.

In addition to the fact that there is no generally cepted program of leisure activities in the hools there are relatively few, if any, school stems where a high school graduate emerges om his public school experience with a com-ehensive background of experience in the pos-bilities of leisure in his own immediate surround-gs. Where there are programs of leisure ctivities they are for the most part sporadic and pportunistic. They are not set up on the premise f furnishing every student with a broad base of xperience in leisure activities. For the most part ıey are not a part of the regular school curricu-ım, but rather contained in the club activities that volve around the main academic program.

Now it must be recognized that not all who are inking seriously about this problem believe that ıe schools can or should try to train young people ı the use of leisure time. If there was general greement the schools would be much further lvanced than they are now in this respect. In rder to understand the present situation it will e necessary to examine some of the objections that arise when one raises this issue. Here are some of them, not in order of importance.

1. There is no time in the present school program for such activities.
2. The teaching of such activities would be a new frill that the public generally would not tolerate.
3. The schools cannot teach leisure activities because of their traditional academic methods.
4. Few if any teachers are trained to lead recreation activities in the schools.

Each one of these objections will be dealt with separately.

Time in the School Program?

To say that there is no time in the present school program to teach young people leisure activities is to say that there are other things more important. Once the issue of importance is raised one must examine the set of values used in measuring the relative importance of various subjects or activities. If relative importance is determined by a vote of teachers now in service then one must take into consideration their training and experience. One who is trained in old-line subject matter will not readily vote to supersede his line with something different even if it is more modern and useful. If importance is determined by what the colleges are requiring for entrance a dubious standard is employed. Many educators now recognize the inadequacy of this method of curriculum making and the colleges are coming to the conclusion that they have little, if any, right to determine what the high schools should teach.

The only sensible way to approach the matter of evaluation of subject matter is through the avenue of utility. The public schools should teach young people how to live in modern society. Curriculum content should be evaluated ultimately upon a scale of function in the life of the pupil, function now and in later life. Once this premise is accepted it is not difficult to judge the relative value

of various activities and subjects. There is no use saying that any particular subject should not be taught; this is apt to arouse emotions that will cloud the real issue. Instead, one should arrange the needs of young people on a scale together with the subjects to be taught and then evaluate them in terms of how much use they will be to the person or persons involved.

There is a great group of American youth, Dr. Partridge points out, badly in need of various specific kinds of training that could be used immediately and would continue to be useful after they left school, no matter whether they found jobs readily or not. All of them would have some leisure on their hands, many of them a great deal, yet most of them are getting little if any help from their school experience on how to use their leisure constructively.

For example, for the young people who do not go to college it is probably more important for them to know how to use their own leisure constructively and how to build a better society through the proper use of leisure than it is for them to know how people in ancient Greece fought their wars. Keep in mind that we are speaking relatively now; we are not saying that the history of ancient Greece should not be taught, but simply that it should take second place to the actual needs of young people today. Again, it is probably more important for young people to know the geography of leisure in their own community, state and nation than it is for them to know how many bales of cotton are shipped to Japan each year; more important to know how to drive a car intelligently and safely than how to extract the square root.

There are countless indicators at hand to show that young America does need training in the use of leisure time. The extent of commercialization of leisure-time activities, the terrific toll of traffic accidents among young people, the amount of money and time spent in shallow or useless activities—these and many other bits of evidence should indicate the need of this kind of training. This point need not be argued at great length. Leading educators have long recognized the need and have said so in their statements of educational aims. National committees have voiced their views on the subject. The need is recognized but the answer to this problem has not been discovered as yet.

Is Leisure a New Frill?

There has been some reaction in recent months against the so-called new frills of modern education. Some leading citizens have been vociferous in their desire to return to the fundamentals of education—the three R's. To some extent this reaction has been justified. Modern education has been too much concerned with methods and not enough concerned with curriculum content. It does not matter how ingeniously you teach a subject if it is the wrong subject to teach. American education will fail to live up to its responsibility if it does not grasp the broader values inherent in curriculum content and apply the excellent methods that have been devised to a more functional curriculum.

Some school administrators hold back for fear of what parents will think of plans to train for leisure during school hours. The writer has dealt with parents with reference to this subject and finds that it is not difficult to show them the value of the training. As a matter of fact, experience has shown that parents can be made most enthusiastic about such a program and will participate in it themselves. If the public is not ready to have leisure activities taught in the schools it may mean that the school needs to indulge in some adult education; it does not necessarily mean that the idea is wrong.

Certainly the answer is not a return to the three R's. If present education is failing, and it seems to be with reference to leisure training at least then it is because there has not been enough change in curriculum content so that young people are taught skills and activities that function in modern life.

In one sense education for use of leisure is a new "frill." It certainly is new in education's history just as the problem of leisure itself is a new experience for society. It is only very recently in the history of man that leisure has become a widespread reality. In its wake have come many social problems. The fact that these things are new does not detract from their importance as a part of the lives of young people.

"Elbert Hubbard is credited with saying, 'People are usually down on the things they are not up on.' This certainly holds true with respect to leisure interests. The basis of active interest is experience and skill."

Can the Schools Teach Use of Leisure?

There is no use denying that some teachers succeed in making what should be interesting vital material terribly dull and

(Continued on page 627)

Volunteer Service in Public Recreation

By E. C. WORMAN
National Recreation Association

FOR SEVERAL YEARS the National Recreation Association has been concerned about the extent and quality of volunteer service in the recreation movement. Prior to the depression, an increasing number of volunteers was reported from year to year. During the depression the number dropped off. Within the last few years the reports in the Year Book have shown a steady increase, but it was the opinion of a number of staff members that the reports in the Year Book did not represent adequately the volunteer service that was actually being rendered to the movement. Accordingly, a study was undertaken with a view to finding out by first hand visitation how many volunteers were serving in the movement, where they came from, what training was given them, and the kind and quality of service they were rendering.

Selection of Cities

With a view to obtaining information in regard to volunteer service, thirty-five cities were selected, having in mind variety of size, different types of recreation administration, emphasis on outdoor and indoor activities, and volunteer service as reported to the Year Book. The following cities were chosen: Allentown, Pennsylvania; Andover, Massachusetts; Bemiston, Alabama; Bethlehem, Pennsylvania; Bloomfield, New Jersey; Boston, Massachusetts; Cambridge, Massachusetts; Cincinnati, Ohio; Croton-on-Hudson, New York; Dayton, Ohio; East Orange, New Jersey; Elizabeth, New Jersey; Fairfield, Connecticut; Greenwich, Connecticut; Hartford, Connecticut; Indianapolis, Indiana; Irvington, New Jersey; Lancaster, Pennsylvania; Maplewood, New Jersey; Moorestown, New Jersey; Mt. Vernon, New York; Newark, New Jersey; New Haven, Connecticut; Newton, Massachusetts; Philadelphia, Pennsylvania; Port Chester, New York; Reading, Pennsylvania; Springfield, Massachusetts; Steubenville, Ohio; Stratford, Connecticut; Torrington, Connecticut; Union County, New Jersey; Westchester County, New York; Wheeling, West Virginia; White Plains, New York; and York, Pennsylvania.

The following states were represented: Massachusetts, Connecticut, New Jersey, New York, Pennsylvania, West Virginia, Ohio, Indiana, and Alabama.

The material appearing in this article by no means represents the full report of the study made of volunteer leadership. It does, however, offer for your consideration and comment some of the significant findings of the study.

People Consulted

In gathering information it was the object to secure not only factual evidence from the recreation departments, but insofar as possible to learn the experience of other organizations with their volunteer leadership, to find what their attitude was toward public recreation and its volunteer service, and to what extent agencies use the volunteer bureaus of the Councils of Social Agencies and other relevant information. With this in mind visits were made to public recreation departments, Y.M.C.A.'s, Y.W.C.A.'s, Boy Scout headquarters, Girl Scout headquarters and Councils of Social Agencies.

The Nature of the Results Secured

It should be pointed out at the beginning that the findings of this study are not scientifically accurate. The objective was to get the "feel" of the situation rather than to build up records. Most service rendered in a volunteer capacity on playgrounds and in community centers in connection with athletic sports and other activities had not been recorded, so when executives reviewed their work they gave an approximate number of volunteers. These approximate statements in all cases, it is believed, were under rather than over the actual number of volunteers engaged in the department. Some cities did not include any athletic leaders; others included all athletic leaders. There is therefore no uniformity in the reports from the various cities. It will be impossible to secure such uniformity until there is a commonly accepted definition of what is meant by volunteers and who should be included in the reports.

Problems Confronted

It was obvious from the beginning that a number of serious problems had to be

considered. Among them were the following:

Attitude of Executives in Public Recreation. In approximately half of the cities, recreation executives said they had not had much success with the use of volunteer workers, and in some cases they stated frankly that they did not use them at all. One executive said that he would not use volunteers if he had them; he did not want to be bothered with them. In several instances this attitude was due to the fact that the recreation department was being manned primarily by WPA leadership, and in others because the executives had had some unsatisfactory experience with volunteer leadership. In at least half a dozen instances in New England the executives feared that if the National Recreation Association were to emphasize the use of volunteers the fact would become known to the various taxpayer organizations who would be inclined to bring pressure to release professional recreation leadership in order to supplant it with volunteer service. In other areas visited this fear was not found, but, on the other hand, executives stated freely that the success of their work depended largely upon good volunteer leadership. Several experienced executives made the statement that they tested their own personal leadership by their ability to secure and use outstanding people in the community in a leadership capacity. Others stated that they believed thoroughly in the use of volunteers, and in several cities they stated that the program could not be carried on without such help.

Attitude of Other Agencies Toward Public Recreation. In a number of cities the question was asked of executives of other organizations, "Do you think it is more difficult to secure volunteers for public recreation than for private recreation agencies?" In every instance the answer was, "Yes, it is more difficult." When asked why they thought this was true, they stated that public recreation usually employed larger staffs and that therefore there was no incentive for persons to volunteer their service; they felt that there was no need. One executive in the Boy Scout movement stated that their large response from volunteer leaders was due to the fact that they had such small paid leadership. Several stated that public recreation was not attractive to the average volunteer worker. It was often mixed up with politics and its leadership did not command the same respect as the leadership in the private organizations.

Some of the leaders in the public recreation departments said that of course it was easy to get volunteers in private agencies. This they felt was due to the fact that such service means association with superior people. This observation, though given in sincerity, was not always based on factual evidence.

Definition of the Term "Volunteer." The greatest confusion prevailed as to what was meant by volunteers. The Year Book terminology was "activity leaders" and "others." Some executives did not report board members or committeemen. Others did not report those who had grown up in their own activities. In one instance the person reported *only* those who had grown up within the activities of the department. The general feeling was that a volunteer was some person brought in from the outside to lead a group in public recreation. Such leadership was usually thought of as leading an arts and crafts club, or a music group or a drama group. In most instances public recreation executives had had difficult experience with the professional type of leadership. It was very often found that the professional person was more interested in the activity than in the person, and that when the activity was not satisfactory the leader lost interest in the person and became irregular and therefore useless.

As this matter of definition was discussed, executives were asked to tell what the various people did in the different activities of their program. As they described these activities each executive himself was allowed to decide whether he thought the person was rendering volunteer service or not.

Groups Involved

The chief discussion centered around the following groups of persons:

Persons Who Wanted Jobs. A number of executives were inclined to say these people are not truly volunteers. Their interest is purely personal and selfish. On the other hand, it was pointed out that some of our best leadership today in the professional body began as volunteers in playgrounds and community centers. One recreation department maintains a list of more than two hundred names of persons who have volunteered their services in one capacity or another, and when opportunity arises for selecting paid leadership, such selection is made from this list if possible because the candidates are known and their abilities have been rated.

Storytelling is popular with the children of the playgrounds of Hagerstown, Maryland. And it is as storytellers that volunteers in many cities are giving effective service

Athletic Leadership. There are thousands of teams in baseball, softball, basketball, and other sports, each of which has its own officers. The question was—does the manager of such a team constitute a volunteer? When questioned, many executives flatly said, "No, managers of teams are not volunteers. They belong to the team. They fight for the team. They have no interest outside of the team." Others replied, "Managers of teams come together in a city-wide council and help to make up the city-wide schedules in the various sports. These councils become the interpreters of the ideals of the recreation department and are responsible for the establishment of the ethical standards of the department in their respective communities. While the manager in his local community belongs to his team, when he comes to a central council meeting in which he shares in the city-wide plan of an athletic program, he is far more than a manager of a team. He becomes a constructive agent in developing the program and setting the standards of the public recreation department."

Some who had frankly stated that managers were not volunteers, after hearing the other argument, agreed that such leaders really were rendering volunteer service to the community.

Many veterans in the recreation movement and in some of our large and best-established recreation departments stated at the outset that managers of teams and persons such as time keepers, score keepers, judges, sponsors were volunteers. Several went so far as to say that officers of self-initiated clubs were rendering some of the most valuable volunteer service to the movement. Many others did not accept this latter position.

In an attempt to get some clarity out of this confusion and that all might be thinking along the same lines, a simple definition was desired.

The simple definition of a volunteer given by the Y.W.C.A. at its national convention was helpful. The Y.W.C.A. with 95,000 volunteers in the movement states, "By volunteers we mean any woman or girl who without financial reward contributes service to the organization in some area of leadership." The following analysis made in *Introduction to Community Recreation* * was used.

Under this breakdown executives and staff members found it easier to determine who in their movement was a volunteer.

* Prepared by George D. Butler for the National Recreation Association.

Administrative, Promotional or Advisory
- Boards
- Councils
- Committees
- Those who assist in referendum campaigns or serve as interpreters

Activity or Group Leadership
- Organizing, guiding and instructing people
- Hobby Club
- Hikes
- Teaching craft classes
- Storytellers
- Social Recreation Leaders
- Organizers of Leagues

Non-Leadership Help with Program Projects
- Officiating
- Judging
- Helping in pageants
- Ushers
- Help with scenery
- Help with transportation
- Shut-ins—service types

Miscellaneous Services
- Marking game courts
- Playground registration
- Constructing game equipment
- Clerical assistance

Motivation in Volunteer Service

Public recreation executives, staff members and executives of other agencies were asked what they found to be the motivation in the service rendered by their volunteers. Some of their answers were:

In Public Recreation. Members of recreation commissions and councils believe especially in recreation for all and are fighting for this wide extension of recreation in their communities. They think in civic terms; of a better city in which to live, of recreation for all classes regardless of economic status, race, color, or creed. Fervor is found especially among the older members of boards who for years have been giving their time to public recreation and who have fought the battles against the intrigues of the politicians.

Many volunteers are interested in the activity for its own sake. Those who volunteer in various phases of athletic activity are very often old baseball or basketball players who thoroughly love the game. The same spirit is found in volunteers in other types of activities.

Many on boards and commissions, on committees and as individuals, are seriously concerned with the problem of delinquency. They believe in and support recreation in the hope that it may serve to reduce delinquency.

There are the younger volunteers who offer their services with a view to getting jobs later. Some are training for other jobs of responsibility in the field of recreation.

In Boy Scouts and Girl Scouts. One of the first loyalties in Scout leadership is to the institution in which the troop is located. Leaders of church groups, for example, are interested in the young people of their church. Scout executives have stated on several occasions that they emphasize that troops should be recognized as belonging to the church and not to the Scout organization. The boys are church boys. The leaders are church leaders. The real problem of the character of the boy is a church problem. It was stated that it is much more difficult to get loyalty to a school than it is to organizations like the church or settlement.

Scouting is highly respectable and many like to associate their efforts with the type of people who are leaders in the Scouts.

Scouting commands public confidence.

Scouting is generally known to have a small paid staff and to be dependent primarily upon volunteer leadership. The job cannot be done without such help.

Many are interested in the Scout program from the point of view of developing better citizens. This feeling may be described by the word "Americanism." It is a patriotic expression.

District and other leaders are given large responsibilities. Men and women respond to such challenge.

Leaders are given continuous training. This makes for a sense of efficiency and gives standing among other leaders in the movement.

In Other Organizations. In the Y.M.C.A., Y.W.C.A., boys' clubs and settlements, much volunteer leadership is given because of loyalty to the institution. In many cases large numbers, perhaps a majority, of the leaders have been members of the organization and have grown up in it for years. The institution is looked upon as their own.

In the Christian and Jewish organizations there is the religious motivation—a desire to help boys and girls to be better citizens through a strong faith.

"As a volunteer social worker you will have many compensations. You will be identified with an established agency for community betterment. Your capacities will be increased, your interests broadened, and your sympathies and understanding deepened."
—From *Vocations for Volunteers.*

In the Volunteer Bureaus of Councils of Social Agencies as well as elsewhere it was stated that many persons volunteer because they want some outlet wherein they may express themselves. They want something that will give them status in the community.

"The volunteer is the foundation and assurance of successful effort in remedial and preventive social activities. He touches the problem as a community leader; he speaks for the community; he sponsors and interprets the movement; he secures support; he carries forward the socializing and preventive programs. He must be present if social effort is to go forward — and in large and increasing numbers."—*Robert E. Bondy.*

It was particularly interesting to note that in the Bureau of Volunteers in Boston women especially are said to be turning away from group work activities in order to take up hospital work. They have felt themselves ineffectual, it was stated, in the group work activities because they were not adequately trained, and furthermore they did not care to devote the time and energy to the training necessary to do good work in this field. The hospitals offer an outlet for persons of this type and are securing large numbers of volunteers who render simple service as library workers, record keepers, clerical workers, technical assistants, and in making surgical dressings. These persons can don a hospital uniform, give a few hours of service and feel that they are really helping somebody in need.

What Do Volunteers Do?

In order to give a comparative basis for estimating the value of volunteer service in public recreation, lists of the services rendered in several other organizations are given. It will be clear to the reader that while the nature of the service in public recreation is somewhat different from that of other organizations, yet it would be hard to say that in quality one was more or less valuable than the other. For instance, it would be difficult to compare the values of the service of 200 women making surgical dressings in a hospital with 200 men spending six evenings in one week in a year helping in a membership drive in the Y.M.C.A., or 200 fathers of boys who are playing on baseball teams who spend evening after evening during the whole baseball season sponsoring their teams' activities and going with them to matches in different parts of the city.

In board, commission, or committee leadership it would be difficult to say that any one national organization had better leadership than another. In the private agencies and in public recreation, outstanding civic leaders are found who have given years of devoted service to the organization with which they are identified.

Four hospitals in Boston have paid directors of volunteers. Three hospitals have unpaid directors. The Beth Israel Hospital alone had more than 400 volunteers in 1939. The type of service rendered was as follows:

Clinical secretaries	98
Information	4
Clerical workers	48
Library workers	22
Reading to children	10
Pages	30
Record keeping	15
Mother service	2
Clinical technical assistants	2
Assistants in special studies	7
Surgical dressing	197

The National Y.W.C.A. states that its volunteers rendered the following services:

Officers, members of boards, committeemen
Workers in finance campaigns, all aspects
Girl reserve advisers, teachers, leaders of clubs
Arranged luncheons and dinner meetings
Prepared publicity
Spoke in public for the Association
Served club suppers
Helped with office work
Service on information desk
A multitude of other services

The following Y.M.C.A. experiences in several cities are suggestive:

In Lancaster, Pennsylvania, the following volunteers are recorded for the year 1939:

Board members	20
Serving on committee	125
Serving on financial campaigns	75
Serving in membership campaigns	100
Leaders of boys' clubs	17
Leaders of craft activities	8

Y.M.C.A. in Indianapolis, Indiana:

Board members	24
Members of committees	149
Leaders (number not listed, but the following groups are given, possibly having one leader each)	
Neighborhood	15
Grey Y	59
Junior High Y	1
Senior High Y	15
Y's Men	1
Foreman's Club	1
Others	2
Volunteers within the group	68
Volunteers from without group	131

Y.M.C.A., Dayton, Ohio:

Central Board	
Board members	28
Committee members	664
Club leaders	43
Miscellaneous	23
Fifth Street Colored	
Board members	15
Committee members	75
Leaders	19

Lighthouse Boys' Club, Philadelphia, Pennsylvania. Fred Woerner, executive of the club, has been in the club since he was a small boy and in direct charge for eleven years. The building was crowded with activities, all being conducted by volunteer leadership. One hundred and sixteen (116) volunteers participated actively. One had charge of the office; two were doing clerical work in the office; two were in the library and game room; two assisted in the ping-pong room; one adult conducted a boys' orchestra; two led groups in the gymnasium; one was in charge of weight-lifting class; one did volunteer photography; one taught fencing and other activities. Mr. Woerner insists that no volunteer shall give more than one evening per week. His theory is that people want to do things. He makes it possible for them to do them. Many of his volunteers have been in the membership of the club for eight, ten, or twelve years.

One of the most effective types of service for volunteers in recreation lies in the field of athletic sports

Courtesy Boys' Club of New York

Under Public Recreation

In the various areas of recreation activities volunteers were found doing the following things:

Boards and Committees. Practically every department of recreation has a board or commission responsible for the work of the department, numbering from five to twelve or more. There are committees of various sizes for the major phases of activity such as baseball, softball, golf, swimming, music, dramatics, arts and crafts, nature, outing activities, winter sports, etc. Special committees of even larger numbers are found conducting the mass activities such as festivals, pageants, Christmas musical events.

In Athletics. Volunteers serve on committees councils; as referees, coaches, umpires, judges as sponsors of teams, managers of teams, time keepers, score keepers, equipment keepers; and in arbitration service.

Other Sports. Committees for boxing, fencing archery, swimming, dancing, tennis, table tennis marbles. Teachers in practically all of the sports

Music. Volunteer teachers of music, leaders o symphony orchestras, chora groups, bands, opera groups Many of these have committe groups as well.

Workers in pag eants, minstrel and folk festivals.

Volunteers in Rec reation Centers Parents' Council are responsible fo raising money an interpreting th needs of the cente to public official and to the commu nity.

Leaders of hobb groups

Discussion leaders

Social recreation leaders

Leaders of boys' a girls' clubs

(In two cities visite more than sixt prominent wome in each city spo sored girls' club

Storytellers

Chess teachers

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A Cooperative Visual Education Program

A project which in September 1937 was only the glimmering of an idea, in September 1940 becomes a reality

By JAMES D. McKINLEY
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IN SEPTEMBER 1937 Collingwood Avenue Presbyterian Church in Toledo decided to experiment with visual education in its recreational program. The experiment had a threefold purpose. First, visual education had to be sold to the congregation in order that the program would have financial support. People in the church were saying, "Are we going to compete with the neighborhood theater? If so, I'm against such a program." Next, visual education had to be sold to the community which surrounded the church. Children in this community were running the streets, too poor to patronize the theater except on rare occasions. Finally, the experiment, it was hoped, would convince community agencies that such a program, if properly planned, would not be prohibitive to their budgets. It took just three years of experimentation to bring visual education to the poorer churches, settlement houses, and community centers.

Laying Plans

The directors of three agencies met to discuss the feasibility of conducting a weekly program of visual education in different centers strategically located throughout the city. Cost was taken into consideration at the outset. This could be figured quite accurately from the three-year program that had been carried on at Collingwood Presbyterian Church. The plan was to bring the films in for one week at a time and in that way the cost of rental films would be materially reduced. Also the amount spent for postage on films would be kept at a minimum. Finally, a program was worked out that could be put on at each center for the total cost of one dollar per week per agency. Ten agencies would be needed to carry on such a program successfully. Agency heads were approached, and all said that they were interested in such a program at that price. A meeting was called and representatives from twelve agencies met to form Toledo's Cooperative Visual Education Committee.

At the initial meeting of this committee, the program plans as worked out previously were submitted for approval along with some of the problems which would have to be settled. One of these was equipment, for only four of the sixteen agencies which eventually shared in the project had motion picture projectors and only two had heretofore had the funds to carry on a visual education program. One specific need was that of providing a projector to those centers that were without the means of showing films. The Toledo Recreation Division solved that problem by accepting the responsibility of providing a projector to those centers needing one. Along with the projector came the need for an operator, because few agencies had people who could operate a machine and it was felt advisable to have a person assigned to project the program throughout the week. The City Recreation Division and the National Youth Administration worked out a plan whereby a City Recreation Division's operator would show the films five days of the week, and National Youth Administration workers would show them two days per week.

Problems to Be Solved

A real problem confronted the committee when it came time to arrange periods for the showing of the films at each center. Two had regular programs of movies that had been running at a certain time the previous year. They desired to keep that schedule, for to change meant disruption of their other scheduled activities. Two churches had community nights planned and wanted to use the visual education program in conjunction with these nights. Many wished to show their program early in order that children could leave for home before parents became worried. All in all, the hardest problem to solve was that of adjusting the programs of sixteen agencies into a comprehensive schedule of one week so that all would feel satisfied. Because all were cooperative and were willing to make concessions here and there in their schedules, a satisfactory arrangement of

showings was finally evolved. Next year's plans call for a blank schedule of periods to be made up in advance and agencies will be filled in as their request to participate in the program is received. In this way it is hoped to eliminate the one possible source of disagreement.

How were films to travel from agency to agency? Who would receive the films and who would send them back? These were important questions to be answered if the mechanics of the plan were to run smoothly. Collingwood Avenue Presbyterian Church agreed to act as the clearing house for all films and to assume the responsibility for returning them at the proper time. The question of transporting the films was solved by the fact that two persons were to operate the machine during the week and the films would travel with them continuously. At the end of the week the operator would return the old film and pick up the new one. Transportation allowance was to be furnished for the operators.

Finances

Then came the question of the handling of finances. Who would collect the money, pay for films and postage, and keep an accurate check on monies collected and expended? The group voted to have the director of the Douglas Community Center be the responsible party and gave him full authority to act as treasurer of the group. One of his important duties was to work out with each individual agency a plan for paying its share in the project. Some could pay the thirty-five dollars in a lump sum, others could pay half of it, while still others wanted to pay their share by the month. A satisfactory plan was finally arranged with each agency.

The question may arise as to how the figure of one dollar per week per agency was arrived at. This brings us to the way in which the program proper was made up. First, a program had to be planned that would run continuously, but not so long that expense of film would prohibit showing. The program must run during the school year as its purpose was to draw children to a regularly scheduled activity of that agency which the child attended. It was found that thirty-five weeks would cover a period from the last two weeks of September to the middle of May. If each agency paid one dollar per week, the total cost would be thirty-five dollars per agency per year. This could be afforded by most agencies.

Next, a weekly program of film had to be obtained that would fall within the outlay planned by the original group of three. As ten agencies were to be invited to participate, ten dollars per week could be used for all expenses. $1.50 was allowed for postage each week, leaving $8.50 for renting films. With these figures in mind, a program of an hour's showing of film or about five reels was formulated. It was thought that a serial of two reels each week might be used to sustain interest of the children while three reels were given over to educational films. Many of the educational films necessarily had to be free industrial, government, and travel films, but interspersed with them were rental subjects of high caliber. Next year, with each agency paying two dollars a week, all films will be rented. This will improve the standard of the program to the extent that only pictures, rented or free, known to be of a definite educational value will be used.

Fourteen agencies are eagerly awaiting the first showing of films in their cooperative plan. It means that a definite step has been taken to improve the quality of pictures shown in community centers. It means a new aid for the poorer centers who find themselves giving up worthwhile expensive programs to hold expenses to a minimum. It means the working together of community centers rather than the competition of those who can project the most popular films. It means the opportunity for agencies to develop in children the taste for something finer than the westerns, the murder mysteries, the love plays, or other thrillers.

Mr. McKinley urges other cities to try this method of establishing visual education in their community centers. "There may be some programs," he suggests, "that are not functioning which would come to life if sponsored as cooperative enterprises. The time is now at hand when agencies must plan together in order to take advantage of certain elements in the recreation field which will be lost if left to the initiative and financial resources of individual agencies."

Agencies Cooperating

Jewish Federation ..... Sunday 2:30-4:0
East Toledo Neighborhood House.... Sunday 4:30-6:0
Luella Cummings Home ..... Sunday 8:00-9:0
Wesley Methodist
Monday 6:00- 7:
Friendly Center
Monday 7:45- 9:
City Recreation Department
Monday 9:30-11:
Rosewood Presbyterian
Tuesday 6:00- 7:
Friendship House
Tuesday 7:45- 9:
City Recreation Department
Tuesday 9:30-11:

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"Sitzmarks" in Minneapolis

By HELEN SLOCUM
Recreation Department
Board of Park Commissioners
Minneapolis, Minnesota

"SKI HEIL!" are the words with which in 1935 the Recreation Department ushered in a new co-recreational activity.

And it happened this way. A young ski enthusiast, who hailed from an eastern college, approached our Department with the idea of conducting classes in the Arlberg technique of skiing which had taken the East by storm. From a small band of twenty which formed the first class, the popularity of the sport has spread like wildfire. In the short span of five years hundreds of adults have learned to ski by this safe, controlled method.

The first year we sponsored only lessons in regular class organization. At the end of that season the members asked for the privilege of forming a club. Beginning the next year we gave the participants their choice of a club membership, which included lessons, for $2.00, or class lessons for $1.25 per season. Interest in the club grew so tremendously and the number taking the lessons alone was so comparatively small that we are now offering a straight club membership only.

Our Recreation Department is most fortunate in having two winter sports' centers, Theodore Wirth and Columbia Golf Courses, with beautiful indoor facilities as well as a topography which lends itself splendidly to all types of skiing. The locker rooms of these buildings make ideal waxing shops, and the club rooms, with their fireplaces, are excellent for social gatherings. In order to offer opportunities to those who work during the day, the Department put up floodlights at Theodore Wirth so that the classes might be conducted at night. The number of participants has grown so in size that it necessitated arranging for an additional lighted area. Besides these accommodations for evening groups, the club at Columbia meets on Saturday afternoons.

The initial cost of the ski equipment is a bit high, and for those people who cannot afford to purchase it, the centers rent out skis with harnesses and poles at a nominal cost. A small deposit is held during the rental period.

Our club members range in age from eighteen years up. The club activities consist of general club skiing following each lesson period; informal slalom and downhill races; a chartered bus trip to a near-by town for an all day outing; a torch light masquerade on skis; novelty events on skis; test nights for improvement pins; participation in local tournaments; and our own club championships. The men and women do not compete against each other except in novelty events. We have several social evenings throughout the season and the final meeting is set aside for presentation of awards, followed by dancing, games and lunch.

One event which proved most exciting to the club members was the "Slippery Hollow Schuss." This was worked out on the peg tournament idea. After each lesson the members participated in a downhill and slalom run. The combined time for the two runs was figured, and places on the peg Schuss board awarded accordingly. Much enthusiasm was created over these runs; the top people strove to keep their places and the others did their best to climb up a peg or two. There were no prizes awarded, and the friendly competition created a band of good fellowship throughout the group.

Our improvement tests accomplished the purpose for which they were set up. Each club member had a chance by earnest effort to improve his skiing ability to such a degree that one of the improvement pins might be his. The following outline serves as a brief description of the tests by which the candidates earned improvement pins:

The Minneapolis Park Board, which has had long experience in promoting winter sports of all kinds, recommends highly the plan described in this article as a successful method of arousing interest in safe, controlled skiing.

The Tests

First Test

I. Must do the downhill and slalom races in designated times.

Because of the varying

conditions of the snow, no prescribed times can be set which a person must make in order to pass the test. In view of this fact, the following methods are used in these two races:

a. A skier must place in the upper third of the number of entries in any club race held in the above events.

b. Wherever there is a fraction of one-third to two-thirds when figuring the upper third of the entries, as 3 1/3 or 3 2/3, the number passing the test would be four instead of three *providing* there is *less than a whole second difference* between the number and the fraction.

II. Must participate (not necessarily place) in at least two out of the three club championship events.

a. These championships will be held at Theodore Wirth and Columbia respectively.

b. Illness is the only acceptable excuse for not participating in the championships if working for a pin.

III. Must be able to execute in good form:

a. Kick-turns
b. Herringbone
c. Side Step
d. Stemming
e. Double Stem Turns
f. Single Stem Turns
g. Cross-country Strides (3)

Second Test

A skier must pass all of the following in order to be awarded the first pearl for his pin:

I. Must have been awarded the first test pin:

II. Must be able to execute in good form:

a. Closed Christiana
b. Open Christiana
c. Skating on skis
d. Telemark

III. Must do the downhill, slalom races in designated times.

a. Must place first, second, or third in any of the races held in downhill or slalom providing there are nine entries.

b. With six entries, must place first or second.

c. With less than six entries must place first.

Third Test

A skier must pass all of the following in order to qualify for the second pearl for his pin:

I. Must have been awarded the first test pin and second test pearl.

II. Must be able to execute in good form:

a. Hop Christiana

b. Gaelande- sprung — for men — not required for women

III. Must do the slalom and downhill in designated times.

a. Must place first or second in any one of the downhill or slalom races. (The ratio of winners to entries is the same as in the second test.)

IV. Must win (first place) at least one club championship. (Men's and women's times are figured separately.)

As an example of the instruction provided by the Minneapolis Park Board, a class of men is shown taking a lesson in the Snow Plow, one of the elementary techniques

The Ski Clinic

We concentrate on downhill and slalom skiing almost to the exclusion of the cross-country. Our purpose is to teach this controlled method in order that the people may enjoy to the utmost our marvelous, natural outdoor facilities and know the thrill and excitement of skimming over the hills with the greatest of ease.

"Ski fever" is a term which quite adequately describes the high pitch of enthusiasm of the novice who learns to "ski on his feet," and the "fever" increases by leaps and bounds in the advanced skier who has accomplished the Christiana and high speed turns.

As the "fever" became an epidemic our local ski clubs conceived the idea of supplying a city-wide remedy in the form of a "Ski Clinic." The local clubs in the Twin City area have formed a Ski Racing Council which served primarily as a clearing house for racing dates. This Council now conducts all of the races for the clubs and acts as co-sponsor of the Ski Clinic.

The purpose of the Ski Clinic is to introduce the various types of skiing to the general public free of charge with the hope that many of these participants will become interested in taking up the sport.

The clinic is usually held on the three nights following Christmas. This gives those who have received ski equipment for Christmas an opportunity to try it out. The greatest factor, however, is that we can count on having snow at this time. The scene of the Clinic is one of our Park Board golf courses which supplies

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What Does a Business Man Think of Public Recreation?

By T. E. SWIGART
Houston, Texas

Extracts from an address by T. E. Swigart, Vice-President of the Shell Oil Company and a sponsor of the National Recreation Association, which was given at a banquet of the Southwest District Recreation Conference held at Houston, Texas, in April.

A NATION OR A BUSINESS which remains young in spirit will never stagnate. Before civilization reached its present mechanized and specialized stage, a man's work often provided diversified enough contacts to give him a fairly well-rounded existence, but under present conditions we must depend more and more upon the wise use of the individual's leisure time to maintain that creative or pioneering desire which exists in everyone and which has made our country the nation that it is today.

Industry's effort during the last few years to cooperate with government in spreading employment by voluntarily maintaining the shorter week, as adopted under the old National Recovery Act of 1933, has brought new problems. The idea of dividing available employment among workers is sound, and history has shown a definite trend toward shorter working hours. However, it must be recognized that shorter hours mean more leisure, which leisure should be regarded as a cherished privilege—neither to be wasted nor to be used subversively. Thus the problem of educating people to utilize their leisure so that it will be a constructive factor in modern life and not a boomerang is one of major importance today.

In some businesses, as for example the petroleum industry, the work-week for many workmen is 36 hours, which is even less than the present 42-hour maximum established by the Fair Labor Standards Act of 1938, and much less than the 48-hour and even longer schedules which prevailed prior to 1933. The transition from the long work-week to the shorter one found many workmen unequipped to utilize their suddenly acquired leisure, as their previous opportunities and long working hours had not permitted them to develop constructive outside interests. Moreover, where substantial reduction in working hours took place, the shorter work-week often brought about some reduction in the workers' total monthly wages, which in turn restricted the amount of money they could afford to spend on recreation.

The preservation of American ideals is a prime responsibility of American business, which comprises more than forty million gainfully employed workers. Consequently, appreciating the value to be gained by a constructive use of leisure, every person in business organizations should be vitally concerned in seeing that recreation in its real meaning is made available to workers and their families. Public recreation at present offers the best solution to this problem.

One has only to glance over the diversified activities of Houston's own excellent municipal Recreation Department, which promotes such diversified activities as sports, dramatics, dancing, music, arts and crafts, to realize that community recreation is truly affording everyone the opportunity to learn the art of living in its true sense.

From a business man's point of view, these activities have several inherent advantages. They afford opportunity for the development of leadership, a quality which is continually being sought by every employer in his employees. They develop the spirit of team work and the ability to get along with our fellow man. Aloofness, timidity, and other such traits are sure to be overcome through the cooperative spirit which always prevails where everyone is doing the same thing and having

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Some Music Organizations for You

A Young People's Symphony Orchestra

By CHARLES W. DAVIS
Superintendent of Recreation
Berkeley, California

THE BERKELEY Recreation Department presented the Young People's Symphony Orchestra in a concert at the Greek Theater of the University of California on Sunday, May 12th, as a part of its National Music Week program. The concert was also part of the city's celebration of the seventy-fourth anniversary of its founding and was open to the public free of charge.

The Young People's Symphony Orchestra of Berkeley, California, has developed in three short seasons into one of the leading recreational and cultural youth movements of the community. Second only to the Portland Junior Symphony, which has been in existence sixteen years, is this already nationally famous youth organization of Berkeley. Ninety young artist players, who study and work under the outstanding direction of Conductor Jessica Marcelli, are learning to think, feel and play in perfect unison, while an attitude of cooperation and feeling of unity of expression shows in their instant response, their musical growth.

The Young People's Symphony is stimulating culturally and artistically as organized athletics train physically. Fortunate, indeed, is the young musician who lives in the community which offers such an opportunity without fee of any kind to any young musician under seventeen years who wishes to prepare himself and qualify by passing the admission tryout. Standard symphony scores are used so that each applicant must have attained a standard of sight reading and technical ability. The orchestra then offers ensemble training, a comradeship with others who are striving for the highest expression in fine music, its appreciation and interpretation.

When you have nearly a hundred young people of all ages from more than twenty different schools united in one purpose, working together eagerly to express every phrase as beautifully as possible, practicing at home to perfect their own parts, coming dependably to every weekly rehearsal, you have a hundred young people who are constructively occupied outside the zone of juvenile delinquency. If such an organization inspires several hundred other boys and girls to study in order that they may some day merit such an experience in a fine orchestra then we have a contribution to every youth movement. If such recreation brings with it a sense

Ninety young play
learning to think,

of achievement, a development of appreciation and understanding all of the finer perceptions and artistic senses, that consciousness will have been awakened never to die. Talent has been fostered and developed through wholesome occupation so that leisure time will yield large values in progress for the community advancement of its young people.

In the three years since the Berkeley Young People's Symphony has been presenting concerts, seven young soloists have been given the opportunity of appearing with orchestral accompaniment. This is a unique opportunity which is not available in many communities.

A Community Chorus in a Small City

By GEORGE SYME, JR.
Superintendent of Recreation
Auburn, New York

MUSIC PROGRAMS in a small city present some unusual and interesting problems. We are often told that only large metropolitan areas can develop and support symphonies, choruses, and similar musical organizations. Those of us who live and work in small cities and have tried programs of this nature have found this idea to be false. Careful planning and hard work will give your city a splendid musical program. This year, we should see in America the finest musical programs in its history. Recreation directors who have done nothing to promote the musical side of their activities should make their first endeavor this coming season. A real thrill and sense of satisfaction awaits them in their venture.

In Auburn, New York, the coming of fall has ushered in the third season of our Community Chorus. The chorus is an associate program of the Recreation Commission. This year we are limiting our chorus to a membership of one hundred, primarily because the size of stages in Auburn restricts the number of people appearing in musical costume programs. However, this is a long way from our simple beginning. Let us go back briefly to the period when we first decided to launch this new organization. Possibly there are others who may benefit from our experiences.

First, we found a few people who were interested in this project—interested enough to devote their time to making it a success. This was a slow process, but our careful and thorough search brought us golden returns. No finer and more in-

y, California, are in perfect unison

terested group was ever assembled than those present for our first meeting. The problem of creating interest in a program of this nature was first discussed by these young musical enthusiasts and the following plan of promotion was developed:

A director must be selected who would meet with the approval of the majority. It was also decided to experiment with the program for a period of two months. As it was then late in March, the first season would be shortened. More important, it gave the committee the opportunity to check their selection of a director and to determine the interest among the members. The committee also felt that two months would be better than an entire season with a director who might not "click." Then too, if the members were not enthusiastically behind this chorus program, considerable money would be saved by not venturing into a full season.

The next step saw our committee go into action. A competent director was secured. Incidentally, he was a resident of Syracuse which meant that he came to us with "no strikes" against him. Perhaps you will find, as we did, that the out-of-town director becomes an authority and adds prestige to the group.

In obtaining members, the committee decided to use the telephone system—a more personal touch from every standpoint. This method was successful both from the committee's point of view and from that of the individuals invited. The committee was able to be selective, and the invited persons felt selected. Don't we all thrive on personal recognition? If the new venture were successful, this small but basic organization would provide a splendid foundation for a much larger chorus.

Early in May the first rehearsal was held. The initial gathering was discouraging, but by the end of June about forty members had been obtained by this "personalized procedure." During the last week in June this group gave its first concert. No tickets were sold, but engraved invitations were sent to over eight hundred people. The success of this first concert was gratifying.

Rehearsals were called for the following September. The chorus was now almost twice its original size. The membership had been increased by three important means: (1) Sufficient space had been allowed on the spring concert programs for application blanks. These blanks were filled in by interested persons and sent to the secretary; (2) Newspaper publicity proved successful now that the chorus was established. The "personalized procedure" was no longer necessary; (3) Members were urged to invite friends who would enjoy such a leisure-time activity.

During the winter of this season, a successful choral concert, featuring the Coleridge-Taylor cantata, "Hiawatha's Wedding Feast," was given. In June, 1940, the chorus staged "Happy-Go-Lucky," an operetta written by William Cordt Wiederhold, director of the chorus.

We all appreciated the fact that a new program producing an amateur show with a comparatively small number of participants would draw only a limited audience. To overcome this the executive committee felt that it would be wise to have the performance sponsored by some old and established service organization in the city. The Auburn Rotary Club accepted the invitation. This idea had a two-fold purpose: (1) The backing of this influential group would add prestige to the performance and a large audience resulted. This gave the chorus added confidence and was of great help in establishing the chorus in the community; (2) The Rotary Club would be able to make a sum of money for its work with the underprivileged.

Arrangements were made for each group to sell tickets. Money received from the sale of tickets was retained by each organization. Proceeds from tickets sold at the door were divided. Incidental expenditures for the performance were shared equally.

While preparations for this performance were proceeding, a civic-minded citizen became interested in underwriting a performance for the underprivileged children of the city. This invitation was also extended to musically talented children of the public and parochial schools. It gave the chorus a little extra money toward expenses and provided an excellent opportunity for a practical dress rehearsal. Both concerts were well received and have definitely proved the value of the chorus to the community.

We anticipate that this third year's program will give the community a bigger and better musical organization than ever before, and we hope this simple story of our musical program will give recreation directors in other small cities the encouragement to go on—on with America in the biggest musical year in her history.

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Aurora Borealis Over Michigan

"SINCE YOU have been chosen our queen and symbolize to us our beautiful snow, we give you the name of Agonkwa. May you reign as long as the snow falls!" With this Chippewa greeting, Chief Megezence of the Keweenaw Bay Indian Community crowned Mary Margaret Penhaligon the 1940 Winter Carnival Queen of Marquette, Michigan.

More than 3,000 people crowded into beautiful, ice-sculptured Harlow Park to watch the "Queen of the Sparkling Snow" as she stood before a twenty-five foot snow tepee to receive her crown from the Chippewa chieftain. Her coronation and adoption into the tribe climaxed the seven-day snow and ice carnival sponsored by the Marquette Winter Sports Club and known officially as "Aurora Borealis over an Indian Village."

For the second year the sports club had chosen the great Northern Lights as the theme of the carnival. Nowhere in the United States do these natural searchlights play as beautifully as in this Upper Peninsula region of Michigan. On cold nights the shimmering sheets of light add an eerie and awe-inspiring atmosphere to this natural winter sports area. During the carnival, subdued electric beams, patterned after the Aurora Borealis, played over the wigwams and council fires of the mythical village which had been set up in the park.

The Indian theme was carried out in the snow sculptures which dotted the area. The thunderbird, firefly, and eaglet became patterns for both snow figures and costumed carnival participants. Ice and snow artists carved statues of famous chieftains, wigwams, canoes, papooses, owls, deer, rabbits, "the end of the trail," and "prayers for rain."

The beautiful ribbon work on the robe of the "Queen of the Sparkling Snow" was done by Indians of the Chippewa tribe

And throughout the village the howl of war whoops and rhythmic throbbing of tom-toms ushered in the week of sports and festivities.

Against this tribal setting the sports carnival was planned to honor the American Indian. In addition to the usual events of a winter carnival — skiing, skating, tobogganing, hockey and snowshoeing—Indian games and sports were introduced. Lacrosse, snow snake, Kawasa, ice arrow, toggle, and chunky found their places on the programs of the neighborhood playgrounds and rinks where local carnivals and contests were held throughout the week.

This annual carnival is a community event and citizens from six to sixty cooperate to make it a success. An Indian art specialist and a local authority on myths and legends offered their services. Collections of Indian curios and exhibits of native arts and crafts were arranged and set up in community centers and libraries. Programs of dancing and music were presented by Indian residents.

A representative from the Indian Field Service gave demonstrations of Indian ice games, and a specialist from Washington gave an interview and radio talk on the handcrafts and arts of the Woodland Indian tribes. Students at the Northern State Teachers College attended a special assembly program of Indian lore and culture given by Charles Eagle Plume, outstanding interpreter of tribal customs.

Activity clubs throughout the city based their February programs on the carnival theme. Many of them studied Indian handcrafts and then worked out authentic costumes for the coronation and pageant.

Winter sports enthusiasm in Marquette was

bolstered by a proclamation of the mayor for a Fun Police Day sponsored by the *Mining Journal*. On this occasion the entire town wore winter sports clothes and every citizen who was not dressed for sports by 1:00 P. M. was tried before a mock court.

And this year plans are under way for the third annual winter carnival to be known as "Aurora Borealis over the U.S.A." Patriotism will be the theme of the week, and the flickering northern lights of Michigan's Upper Peninsula will once more light up snowbound parks and playgrounds, glittering ice rinks and gaily costumed sportsmen—this time to the music of "America."

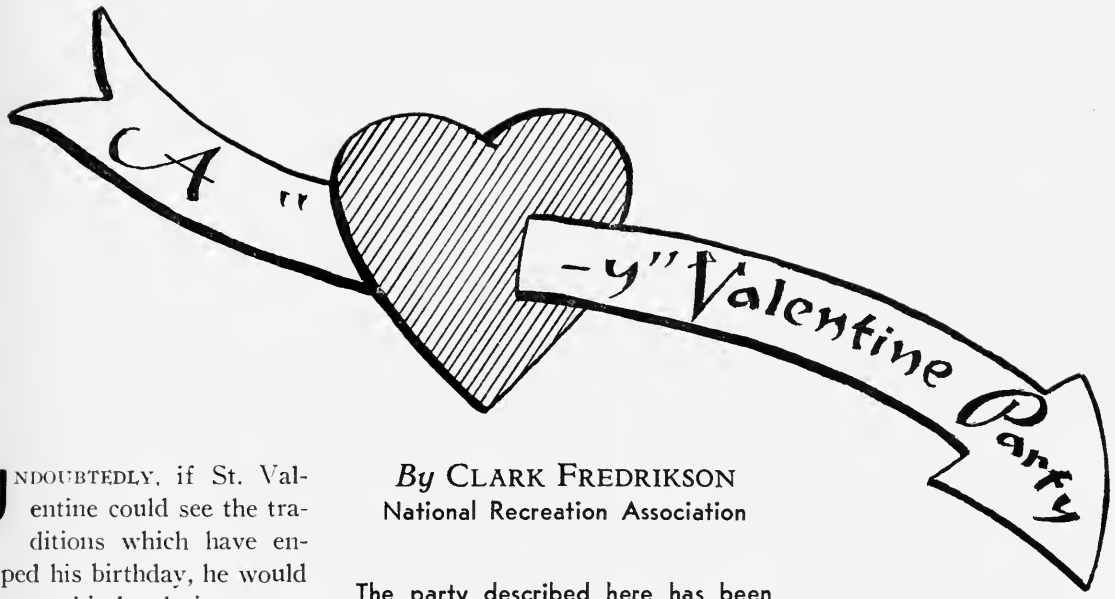
Immediately after the crowning of the Snow Queen, on Friday evening, the spectators moved to the Palestra Ice Rink where an elaborate Indian ice ceremonial was staged. Music and pageantry laid the historical setting at the indoor rink. Surrounded by the chiefs, the Queen reviewed skating events from an elevated throne at the north end of the rink. A council fire burned in one corner and a circle of young braves beat intermittently on tom-toms. In a huge white tepee, the legendary home of Mongo and Wasaqua, the star skaters waited to perform in the single and double figure skating numbers of "Why the Pine Tree Weeps."

Indian dances were transcribed into skating numbers and set to authentic tribal music. Agencies of the state, county, and city cooperated in an effort to make the pageant an accurate portrayal of the Indian customs of Hiawathaland, the home of North Michigan's Indians. Against the triumphant beating of the tom-toms, buckskin costumed skaters performed a firefly waltz, Indian war dance, comic stunts, doll dance, hunting party, and an Indian marriage ceremony. Most of the dances and stories had been adapted from the legends of the Indians who live in this lake community, the Chippewas, Menominees, Potawattamis, and Ottawas.

This make-believe village peopled by white-feathered winter sports enthusiasts replaced the Eskimo ice city which had been the scene of the first Marquette carnival in 1939. Just one year before, Harlow Park had been a polar pleasance of igloos, seals, and polar bears ruled over by King Winter and the Eskimo Queen. Where the council fires burned in the Palestra, there had been a wintry Alpine village of Tyrolean characters and Swiss skaters.

If you are interested in winter sports and have not seen the December 1940 issue of RECREATION, you will wish to know it is devoted to this subject.

Courtesy Winter Sports Club, Marquette, Michigan



By CLARK FREDRIKSON
National Recreation Association

The party described here has been prepared with the needs of a large group in mind, and with games and activities leading from one into the other. But that will not prevent you from using these suggestions at smaller community parties, club and home parties, and other holiday gatherings.

UNDOUBTEDLY, if St. Valentine could see the traditions which have enveloped his birthday, he would throw up his hands in amazement and consternation. Saint Valentine, you see, was a simple, pious bishop who merely let his birthday be used in "improving" a pagan festival. And thus "Valentine's Day" began — but how it has changed! The good man would never recognize his birthday in its present guise.

As in the past, groups still assemble to enjoy this quaint holiday which never loses its charm. Hang up the red cardboard hearts and send out your invitations—for even so-called young moderns abandon sophistication in favor of the sentimental, old-fashioned Valentine party.

Invitations in the shape of red or white hearts or other holiday symbols, mounted or unmounted, are attractive, yet easily made. The invitation itself could be in red or white ink depending on color of paper used. Seals, bits of colored cord or ribbon, cut-out designs, paper lace doilies and pieces of metallic or colored paper can be used effectively if a more elaborate invitation is desired. One might, for instance, write the invitation on a long narrow strip of paper and wrap it around a candy kiss, then cover with silver paper wrapped and twisted in approved candy kiss style. To one end attach a small card with guest's name. Perhaps the least expensive is one printed on a rectangular piece of heavy paper (the size of a regulation correspondence card) which is decorated with seals and cut-outs.

If individual invitations are not used, these suggestions are easily adapted to posters and bulletin board announcements.

Just as a novelty, why not require the guests to present "tickets of admission" at the door? The ticket may be a valentine which is collected and placed in a mail bag or gaily decorated box at the entrance to the party room. Have on hand a few valentines for emergency use, to make sure that no one is left out when valentines are distributed. Then, too, if guests are not interested in keeping their valentines, ask them to deposit them in the box again for distribution to local hospitals and children's institutions.

The lines suggested are appropriate no matter what the type of invitation used. Small red hearts, seals, or drawn, are substituted for the word "heart" wherever it occurs.

COUNTLESS ♥S, HONEYED ♥S
FRIENDLY ♥S, COMPLIMENTARY ♥S
LONELY ♥S, MATED ♥S, HUNGRY ♥S
NO MATTER WHAT YOUR ♥ CONDITION
COME ONE – COME ALL
BE PREPARED TO HAVE A ♥-Y GOOD TIME!
YOURS ♥-ILY

NAME _____ DATE _____
PLACE _____ TIME _____

Few are the families who do not have boxes stored in attic and cupboard corners containing old and treasured valentines. You might ask your guests to bring their collections. These will make an unusual and interesting display. Remember that these treasures should be properly displayed, carefully watched and protected. It might be well to inform guests that these precautions will be taken.

Decorations

Red and white! This is really a striking color combination which lends itself to attractive and effective decorative arrangements. Paper hearts, cupids, bows and arrows and other holiday motifs of all sizes can be used in innumerable ways in decorating the party hall. A novel decoration consists of picturesque heart entrances through which guests must pass to reach the party room. Make heart frames of heavy wire which fit in doorway openings. Wrap with red crepe paper or inexpensive cloth and suspend in the middle of opening doorways by wire. Spaces where the hearts and doorways do not meet are either filled with narrow twisted white paper festoons or cheesecloth fastened to the wire frame with thread and the inner door frame with small tacks. Over each doorway tack this verse:

WARNING!
Watch your step
For the truest word 'ere spoken
Is that hearts are easily broken,
Watch your step!

Nail kegs, butter tubs, and other wooden containers painted in red and white and containing "heart trees" make effective side wall decorations. These are nothing more than bare tree branches to which paper hearts of different sizes are attached with varying lengths of colored string or ribbon. The trees are held in place by "planting" them in sand, soil, or coal—covered up, of course. Silhouettes cut from mat stock or heavy wrapping paper can effectively be repeated in wall decorations. Pictures of famous lovers would interest many.

Overhead decorations should be gay festoons and balloons or, perhaps, many sizes of paper hearts suspended on string or thread. Interesting effects may also be gained by the use of colored lights and light shades with appropriate holiday emblems added for effect. To add to the party atmosphere paper caps, bows, sashes, and boutonnieres might be handed out, or even made at the party. Because of the popularity of costume parties in many communities you may want to encourage your guests to wear costumes or street clothes which are red and white or have touches of these colors. Red and white dresses, aprons, trousers, neckties, ribbons, and sashes usually have their nook in every wardrobe.

The Guests Arrive

The party begins the minute the first guest appears. The following games and stunts for early arrivals should help your party get off to a really good start!

Guests will enjoy trying to guess the number of candy hearts in a glass jar. Place the jar on a table, beside it a pencil and a sheet of paper where everyone can record the number of hearts he thinks are in the jar.

What is in my heart? Alas, that's a question few can answer yet everyone wants to know! Let Cupid psycho-analyze your guests. Small muslin bags or paper envelopes are partially filled with food, spices, and other ingredients from the cook's cupboard and pantry shelf. To each attach one paper heart, red for girls, and white for the men, bearing a fortune. Place all of the bags or envelopes in a large container, perhaps the shape of a large heart. Let guests draw their fortune from the container. They are to be replaced. You may want to use the following suggestions; however, prepare others.

Verses for girls:

A spinster you will surely be
So just console yourself with tea. (tea)

You'll wed a man of sterling worth
The salt, as we would say, of earth. (salt)

A peppery mate you'll surely find
A man who likes to "speak his mind." (pepper)

You'll wed a farmer, it is plain
And live amid the fields of grain. (puffed wheat)

Verses for men:

Your happiness will be complete
For you will wed a maiden sweet. (sugar)

You'll win a wife both good and wise
And in the world you'll surely rise. (baking powder)

Great joy will surely be your dower
You'll find a bride fair as a flower. (flour)

The boy who draws this lump of sweet
This very night his love will meet. (lump sugar)

Finding the way to your heart can be done as a revised version of pinning the tail on the donkey. Cut a large red heart from wrapping paper and on it paste a small gold paper keyhole. Give blindfolded players gold cardboard keys and have them find the keyhole. For some it may prove to be a

long search. Large paper bags which fit over the head make excellent blindfolds.

If silhouettes of famous lovers are used as wall decorations, give players paper and pencils and have them identify each. The pictures should be numbered.

The winners might receive inexpensive prizes—candy hearts, lollipops, polished red apples, boutonnieres of real or artificial flowers.

Grand March

For a large crowd where there is plenty of room a grand march provides a simple way of forming a circle and pairing partners. It can at the same time be much fun. Girls stand in a file on one side of the room and men on the other, all facing the same direction. Couples meet as the lines come together in the center of the room. The march and the games which follow will prove a lively part of the evening program. If the party is a costume affair, there is certainly no better time than to have the guests pass in review before the King and Queen of Hearts, so that their majesties may pass judgment and select the most attractive and appropriate costumes.

Circle Games

Heart Condition. Players in circle formation, girls standing on right side of partners. The leader, without previous study or practice, becomes a heart specialist and informs the party guests of his interest in knowing the condition of each person's heart. He gives each person a piece of typewriter paper. With both hands behind their backs, players tear out a heart. Warn them that the paper cannot be folded. Have each player wear his heart and award a special "health certificate" to the person whose heart is in the best condition. Present a bottle of tonic to the person with the most "battered heart." Have a waste basket convenient to receive "heart shavings."

Variation: Give each player a piece of paper and a pin. Allow group two or three minutes for pricking the outline of a heart on the paper. (No paterns or measuring permitted.) When pricking is completed, tear off surplus paper, leaving heart.

Matching Hearts. Prepare two identical sets of paper hearts, one of red and the other white. There should be as many hearts in each set as there are guests. Number each set consecutively. The players are in circle formation. Give each player a red heart. The leader who stands in the center of the circle holds the set of white hearts. These are shuffled. At a given signal, players in circle pass their red paper hearts to the right, but at leader's signal, passing stops. The leader then calls out the number of the white heart on top of the set which he is holding. This heart is then pinned on the player holding the duplicate number. The game continues until all of the leader's hearts are distributed. Award small prize to player with greatest number. To make the game even more exciting, one number may be omitted from both sets and a black heart included in the red set. When signals are given for passing to stop, the player holding the black heart might be asked to make a forfeit. During the progress of the game no player should be permitted to hold more than one red heart when leader's numbers are called.

Mending Hearts. Various sized hearts should be cut from different colored construction paper or cardboard. Cut them in half, using a distinctive and different jagged line on each, putting the left halves in a box (for the girls) and the other halves in another box (for the men). Couples are in a large double circle formation facing clockwise with men in inner circle. Each girl and man selects half hearts from the respective boxes which are passed around the circles. Players march while music is being played. When the music suddenly stops or at some other given signal, players stop walking. The men remain standing while the girls move up one to a new partner. When a man finds he is marching with the girl who has the other half of his heart, they retire from the circle. The marching and change of partners continues until all have matched hearts.

Relays

To My Valentine! Teams of even numbers line up side by side behind a starting line. The equipment for each team consists of blackboard space and colored chalk. If blackboards and chalk are not available, large sheets of white paper on the wall and crayons can be substituted. At a given signal, the first player on each team runs to the blackboard twenty-five feet away. There he picks up a piece of chalk, draws a large heart, and returns to the starting point. The second man returns to the blackboard and adds a lacy edging to the valentine. Players repeat the performance, each adding his artistic contribution. Arrows, small hearts, flowers, cupids, and good luck charms are but a few symbols that can be added to the

valentines. The last player may be asked to add a short verse. Lollipops in the shape of hearts could be awarded to the team which finishes first. The group whose drawing is most attractive also warrants special recognition. You may want to give each team a minute or two to plan its valentine before the relay begins, or, if you prefer, assign "parts" to the members of each team.

Heart Strings. Partners on each team line up in files behind a starting line. Give the first couple of each team a white cardboard dart on which several yards of red cord have been fastened and wound. To the loose end of the cord attach a red cardboard heart. At the signal to start, the girl takes the heart and walks away from her partner who remains standing, unwinding the string as she goes. When the girl has walked as far as the cord will permit, the man starts after her, winding the cord on the dart again. When fully wound, the dart is handed to the next couple in line and the performance is repeated. This relay will certainly test your guests' dexterity.

Heart Relay. Give the first players of each team an inflated red balloon. At a signal, each contestant with one hand bats his "heart" around a designated goal and back and gives his balloon to the next player on the team. The performance is repeated. If the balloon touches the floor during the race, the contestant must return to the starting point and begin all over again. This game can also be used as a partner relay with players linking inside arms. Allow them only the use of outside hands in batting balloons. Everyone will be surprised to see where a batted balloon will go!

Paper and Pencil Games

For these games provide players or groups of players with red pencils and plain sheets of white paper, heart-shaped if you like.

Telegram Proposals and Refusals. Using the word V-A-L-E-N-T-I-N-E groups of not more than five players write a telegram which is a proposal of marriage. Each word of the telegram should begin with a letter in the word Valentine. For example, the first word should begin with V the second with A, and so on. When the telegrams have been completed, let representatives from each group in turn read their messages. To add to the merriment, let the same groups exchange messages and draft refusals, using the same word. For this stunt secure a supply of telegram blanks from your local telegraph office or station agent.

Dear Valentine. Turn out the lights and ask each player to draw a heart on a piece of paper. They will perhaps expect you to turn on the lights to view their work of art, but not yet! After each has drawn a heart and you are sure that pencils no longer touch drawing paper, ask each guest to draw an arrow piercing the center of the heart, a Cupid holding the heart, a good luck symbol, and as a final touch, add a short sentimental verse. Turn on the lights, exhibit the masterpiece and prepare for a good laugh. In all, probably the arrow will very likely hit any mark other than the intended one.

Word Formation. Provide small groups with sheets of paper listing the suggestions noted below. Allow space for the answers which are words formed from letters found in the word "Valentines."

1. Time before Easter
2. Roofing material
3. A number
4. Made by birds
5. Public stopping-place
6. Used in fishing
7. Son of Jacob
8. Opposite of good
9. Small body of land
10. A plant
11. False statement
12. River in Egypt
13. A building spot
14. To make fast
15. Worn with a hat
16. Part of a fork
17. Used on cuts and bruises
18. Stories
19. Before ten

The answers: 1. Lent. 2. Tile. 3. Ten. 4. Nest. 5. Inn. 6. Line. 7. Levi. 8. Evil. 9. Isle. 10. Vine. 11. Lie. 12. Nile. 13. Site. 14. Tie. 15. Veil. 16. Tines. 17. Salve. 18. Tales. 19. Nine.

Variation: Let each player or small group see how many three-letter words they can make out of the word "valentine" in a given period of time.

Valentine Poetry. Let groups in a limited period of time write Valentine Day verse. These are later read to the entire group.

Mating Secret. If a girl wants to marry a Scotsman she wears plaid to catch his eye. What would she wear to catch each of the following?

Artist	Canvas
Barber	Mohair
Baseball player	Batiste
Confectioner	Taffeta
Financier	Cashmere
Fisherman	Net
Banker	Checks
Gardener	Lawn
Milkman	Jersey
Musician	Organdie
Undertaker	Crepe
Prisoner	Stripes
Hunter	Duck
Editor	Prints

Jumbled Love. Distribute to guests paper hearts on which are typed or written the following groups of jumbled letters. See who can arrange each group so that it will spell a word in a lover's vocabulary.

1. Oelv	Love
2. Pucid	Cupid
3. Tchma	Match
4. Dgeidnw	Wedding
5. Hioprstuc	Courtship
6. Nmeocra	Romance
7. Rovles	Lovers
8. Aeshtr	Hearts
9. Eleovrtu	True love
10. Hteeewarts	Sweetheart
11. Tahresaceh	Heartaches
12. Lapsopro	Proposal

Stunts

"Chain Gang Cupies." Here is an intriguing event which involves much more than just collecting hearts, though, to be sure, guests do look for small numbered paper hearts which are hidden throughout the party hall. Divide the guests, however, into groups of five and provide each with a piece of string six feet long. After each group has tied itself together in chain gang fashion they are given a theme song such as "Let Me Call You Sweetheart," "I Love You Truly," "My Bonnie Lies Over the Ocean," or some other song appropriate to festive occasions. The hunt begins! No group is allowed to pick up a heart until it has sung in unison its theme song. As soon as it has done this, it may pick up the heart, but not before. This must be repeated at every heart discovered. At the end of the game each group finds the total score of the numbers noted on the hearts collected. Surprise! Pay special recognition to the group having the lowest score. Have the quintette with the highest score sing for the assembled audience.

Yes and No. Each guest is given a pin and a small red or white paper heart which is to be worn in plain view. During the remainder of the evening no one must answer a question in the direct affirmative or negative using yes or no, o.k., sure, all right, or other such words. If players do, they must forfeit their hearts to the person who asked the question. If players lose their hearts they still can win others. There is no limit to the number which one might capture. The game may continue throughout the remainder of the evening. Award a small prize at the end of the evening to the one wearing the largest number. Nodding or shaking of head permitted.

Music

No special day affords a more fitting time for the singing of old-time sentimental songs. These songs are so well known that everyone will want to join in the singing. An interesting music memory contest could be easily worked out around them. Groups may be called upon to sing and dramatize these popular melodies. Songs accompanied by tableaux with players wearing old-fashioned costumes are always effective. Some popular songs are:

Sweet Rosie O'Grady
Seeing Nellie Home
My Wild Irish Rose
Peggy O'Neil
Annie Laurie
Aunt Dinah's Quilting Party
Love's Old Sweet Song
Juanita
When Irish Eyes Are Smiling
Roamin' in the Gloamin'
Let Me Call You Sweetheart
Comin' Thru the Rye

Dancing

In the sixteenth century the proper ceremony for St. Valentine's Day was still the drawing of maiden's names. In the villages throughout England and Scotland an equal number of bachelors and maids assembled. Each girl drew a man's name and each youth a maiden's, this giving everyone two "Valentines" for the ball which followed. Because of this old custom of drawing one's partners we now ask, "Will you be my valentine?"

If there is to be dancing at your party, you will certainly want to have a number of dances during the evening when partners are allotted by chance. It will also be fun to go back into the past and resurrect a few stately old dance steps including that old favorite the Virginia Reel. They will fit in very nicely between the modern dance steps of the day. The following suggestions are means of matching partners and introducing a bit of formality into your dance program.

Broken Hearts. Give each girl a heart which she tears jaggedly in two. She keeps one half and places the other half in a container. Those in the container are drawn by the men. Each man finds for his dance partner the girl holding the other half of his heart.

Famous Lovers. One way to match partners is to give each girl a card on which is written the name of a famous woman. Give to each man a

card with the name of a gentleman associated with one of these women. Each hero then finds his heroine. Jack and Jill, Adam and Eve, Romeo and Juliet, Dante and Beatrice, Pyramus and Thesbe, Anthony and Cleopatra, and others.

Favor Dance. Caps are very satisfactory favors and add much to the fun because they can be made in matching colors and shapes so that they can be used to match partners for a dance. The hats may be numbered in duplicate and matched by numbers instead of by color and style.

Heart Elimination. Provide each person with a numbered heart. There should be duplicates of each number, the number of each depending upon the size of the party. At intervals the music stops and the leader calls out a number. The dancer holding that number leaves the floor. Dancers left without partners couple up or dance alone until another number has been called and a partner located.

Balloon Dance. Tie inflated balloons on the right wrist of every girl or on her right ankle. Each couple attempts to preserve its "heart" yet break those of others. Couples leave the dance floor when balloons are broken. If balloons are tied to ankles, provide plenty of string so that feet are not trampled during the dance.

Matching Verse. Cut red paper hearts in two jagged sections and write one line of a matching couplet on each. One set of "broken hearts" are distributed to the girls, the other to the gentlemen. Partners are matched by fitting the hearts together and completing the two-line rhymes. A few suggestions are:

This Valentine's a gold key—It opens up my heart to thee
Your love it sets my heart aflutter—And yet I can do naught but stutter
To tell my love I long to try—But when I start my throat goes dry
I'll promise never more to whine—If you will be my Valentine
I seem to have an awful hunch—I'd choose you out of all the bunch
This Valentine I give to thee—For you are Queen of Hearts to me

Rose and Lemon. A rose, artificial or real, is passed about from one girl to another. Likewise a lemon is passed between men. Dancers must take them when offered, and no couple should be holding both articles at the same time. At a given signal the girl and man holding the rose and lemon are asked to come forward. The man on bended knee is instructed to present his lady friend with a box of candy. But wait, after the presentation, he is instructed that the bill for the candy still remains to be paid. What a surprise that will be.

Couple Off. Prepare two sets of paper hearts, one being red in color and the other white. On one heart from each set write the verse which follows and a stunt which the player will do in pantomime to find his next dance partner, such as pretending to drive an automobile.

To find your true love cross your heart
He (she) will be doing the same.

The hearts are distributed by mail carriers from bags slung over their shoulders — red for the ladies, white for the gentlemen. At a given signal everyone begins to pantomime the stunt suggested on their heart, at the same time moving about the party hall searching for their partner. Other suggested stunts: chopping wood, shoot an arrow, swim, fly, shadow box, lead an orchestra, paddle a canoe, ice skate, or walk a tight rope.

Refreshments

After an evening of fun and frolic you may be sure that everyone will respond to a summons for refreshments and no other holiday seems to offer as many ideas for party "eats" that are different. Your table and refreshments can be just as gay and elaborate as you wish them to be. Sandwiches cut in heart shapes and spread with strawberry jam and cream cheese; cakes and cookies cut in the shape of hearts, arrows or cupids and iced and trimmed in red and white frostings and candies; red cinnamon baked apples; salads with lots of red cherries; fruit ices; ice creams; gelatins in heart molds—these are just a few suggestions. Fruit punches and hot chocolate are always popular beverages. Candy hearts with fortunes also have a place on the refreshment table.

An appropriately decorated refreshment table might be set up at one end of the social hall or in another room. White and red checkered table cloths or decorated paper napkins and plates will help carry out the holiday theme. Red and white flowers and candles or shiny red apples arranged in copper or wooden bowls make effective centerpieces.

Then after refreshments it is time for the merry-makers to depart, but they will go reluctantly! And although the good Saint Valentine might be embarrassed at this use of his birthday, he, too, would probably have enjoyed the evening's frolic, could he have been present!

Pioneering in Municipal Recreation

Great Falls is justly proud of the fact it was the first city in Montana to establish year-round municipal recreation

By FRANK C. KAMMERLOHR
Superintendent of Recreation
Great Falls, Montana

NOT MANY years ago traders, hunters, gold seekers, homesteaders and adventurers led the trek of pioneers to the land of the shining mountains. Heralded for its natural majestic beauty by explorers, both previous to and after the Lewis and Clark expedition, Montana with her large expanse of mountain area and her flowing plains is a state sparsely settled in comparison with other states.

The traders have disappeared along with the commercial hunters. Mining has given Montana the name of the Treasure State with copper coming from Butte, the richest hill in the world, gold, silver and many other minerals contributing to the yearly income. Homesteaders and adventurers settled and developed the cattle, sheep and agricultural industries of the state. Mining led to the establishment of the smelting, refining and processing industries which form an integral part of the life of the people, while oil and natural gas have been developed within recent years.

Large cities, in the real sense of the word, have not developed in the state, Butte being the largest with a population of nearly 40,000. Great Falls, Billings, Missoula, Helena and others follow in order, while a large number of small communities exist, some formerly cow towns, others, reminders of the free land movement of the pre-World War era.

Situated on the banks of the Missouri river, just above a series of cascades and rapids known as the great falls of the Missouri, is the city of Great Falls. In the heart of the territory once held by the Blackfeet nation, Great Falls is flanked on the west and the south by mountain ranges, while on the north and east extend great plains which are occasionally broken by smaller mountain ranges.

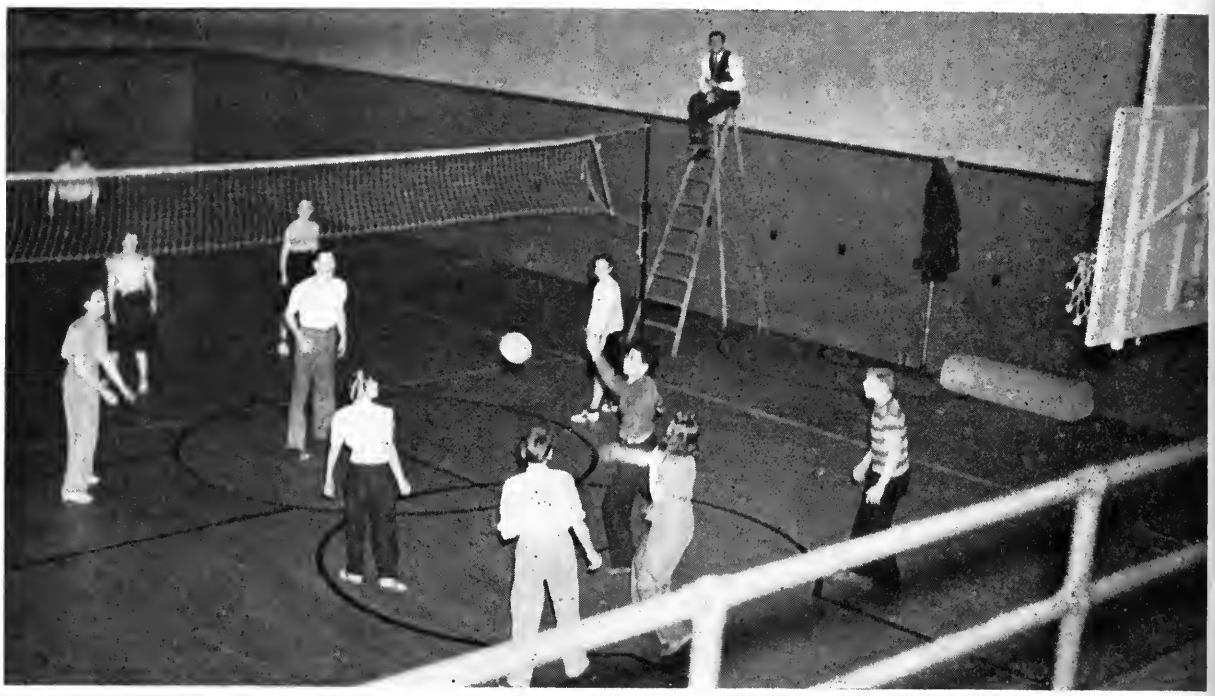
Four large hydro-electric plants harness the great falls of the Missouri within twenty miles, providing the bulk of the power needs for the Anaconda Copper Mining Company's plants in Great Falls, Helena and Butte. As a distribution center, Great Falls serves a radius of one hundred miles and a population close to 125,000. The community celebrated its fiftieth anniversary in 1939, and has developed into a modern city with a population of 30,000.

Recreational pioneering for Montana was started in Great Falls and resulted in the establishment of the first municipal recreation department in the state, although several other communities, through public, private, and federal funds, have seasonal activities or fundamental year-round programs. The development in Great Falls can be traced over a twelve year period during which nearly all of the organizations in the community entered into the promotion.

Previous to the innovation of organized recreation activities, one playground, without leadership, was in operation with the usual equipment of swings, slides and teeter-totters. In 1938, the American Legion initiated the junior baseball program as part of the national organization, and this has continued with the yearly success varying with the method of handling the activity. During the same year the Protective and Benevolent Order of Elks recognized the need for more play areas and facilities. They established several areas and equipped them, but the lack of leadership caused these sites to be damaged and little used.

These two endeavors, however, did much to awaken the community to the needs and the advantages of play areas and leadership, and for several years much time was spent by various organizations in discussing recreation. During this time field representatives of the National Recreation Association assigned to county extension work in Montana met with these groups and brought a broader knowledge of recreation to the individuals interested.

For a number of years the Great Falls high school had had little success in interscholastic athletic competition. This was disappointing to community pride inasmuch as the city was the second largest in the state and had the largest public high school. In an endeavor to build up the athletic program, the Advertising Club organized a grade school football program with the assistance of volunteer leadership. This program carried through for several years and demonstrated to a



Mixed volleyball for high school boys and girls proved an interesting activity

large number of the younger men in the community the great value of and need for supervised activity.

Summer Playgrounds Established

During the winter of 1932, the Parents and Teachers Association made an intensive survey of the problem of a summer playground program, and for the first year a program was conducted. The Junior League provided the necessary funds while the Girl Scouts and Camp Fire Girls furnished volunteer leadership on the play areas. The Y.M.C.A. developed some summer activities, while the athletic phase was cared for by a high school instructor employed by the Junior League for the summer months. The volunteers worked for two week periods at several locations throughout the community.

This first summer program met with the approval of the children as well as the adults. As a result of this program, a steering group known as the Cascade County Child Welfare Association, was organized during the following winter, and a program was planned. The second summer program was financed by the Junior League, and volunteer leadership was used with the exception of several school people employed as leaders.

In 1934, the newly organized Junior Chamber of Commerce joined in the financial support of the program and started a two year project of erecting play apparatus on all school grounds. The Junior League again contributed to the employment of leaders and the various organizations provided volunteer leadership. Toward the close of the summer, the Federal Emergency Relief Administration provided additional leadership and the first federal assistance to the development.

The erection of playground equipment on school areas was completed during the following year, as the city of Great Falls and the School District contributed funds to the Junior Chamber of Commerce project. The Junior League financed the supervised summer program as the amount of volunteer leadership decreased and the assistance from the FERA increased. The program was becoming too large to handle on a volunteer basis so several individuals were employed to supervise and plan the activities.

The Athletic Program

With the exception of the American Legion junior baseball program and the grade school football program, which by this time had been taken over by the Junior Chamber of Commerce, who were having an increasingly difficult problem to supply experienced volunteer leadership for football, the athletic activities of the community were operated by self-organized groups or other organizations and had no connection with the recre-

ation movement. The Y.M.C.A. conducted basketball, volleyball and softball programs for its members. The only place available for basketball and volleyball games was the Y gym which was limited in the number of groups that could be handled. The baseball activities were handled by the leagues organized by those interested in the sport, and all administration and maintenance was carried on by them. Tennis activities had not been expanded due to lack of facilities.

The Recreation Association Comes into Being

At the close of the summer program of 1935, the individuals promoting a recreation program realized that the situation resulting from many organizations and activities needed more specific planning and direction. During the winter and spring of 1936, the Great Falls Recreation Association was organized at a meeting of representatives of the various groups who had participated in the experimental and promotional activities of the preceding years. At this time the Division of Recreation and Education of the WPA presented definite possibilities for project sponsorship.

The newly-organized association solicited funds from organizations and individuals with which to conduct the coming summer program, using WPA and NYA leadership, and also to develop three play fields which were to become the nucleus of an out-of-door athletic program. Realizing the need of trained leadership and administration, the Association successfully petitioned the school district to establish the position of director of recreation in the school personnel in order that a full-time executive could be obtained. With the incorporating of the Association, a definite budget became necessary, and the Great Falls Welfare Association, in charge of the annual Community Chest drive, accepted the application of the recreation group and set up a $2,200 budget for the first year's work.

The summer program of 1936 was initiated with the dedication of the first playfield called the JayCee field. This was followed by the completion of the Elks and Junior League fields. These areas were provided by the Great Falls Townsite Company, and the Association, through WPA assistance, erected needed facilities and graded the fields. Although not pretentious or permanent, these three fields have filled the need for softball and baseball diamonds, football and touch ball fields, and for a winter skating program.

At this same time, a municipal out-door swimming pool, four tennis courts and

Each week the Peter Pan Troubadour visited all of the eleven playgrounds to provide music for folk dancing and singing games

a girls' playhouse were developed by the Park Department under a WPA project. The tennis courts were turned over to the recreation group to supervise, while the Camp Fire Girls and Girl Scouts took charge of the girls' play area, and the Park Department operated the swimming pool. In the space of one year, more outdoor recreation facilities had been provided than had previously existed in the community.

The program on the summer play areas spread as the Junior League's contribution was used to employ local college girls as leaders under a WPA non-relief supervisor. The type of activities was broadened as handcraft and organized athletics were incorporated into the basic playground activities. The demonstration during this summer was conclusive, as finances were provided by a number of organizations and the community as a whole was convinced of the value of the summer playground program.

The Program Broadens

The position of director of recreation set up by the school district was filled in September 1936, and the budget made available by the Community Chest went into effect during November as the first demonstration of fall, winter and spring activities was started. The Junior Chamber of Commerce and the Junior League continued their financial support as a year-round athletic program was put into effect among the school boys and girls on a combination intramural and interscholastic basis. Evening community center activities were introduced in several neighborhoods using school facilities which had been opened for the first time to evening activities.

Arts and crafts were introduced for women with classes held in school buildings, while a series of special activities for boys and girls added to the after-school playgrounds and school athletics conducted under leadership. Some music activity was developed, and harmonica bands were organized at several schools. WPA and NYA leadership was trained and developed through courses provided locally and through the state WPA program. Ten play areas were established during the summer of 1937, including five tot lots for youngsters eight years and under which were conducted under the leadership of college girls employed by the Junior League and supervised by the Recreation Association. Five all-age playgrounds were established in the all-city program which covered the community in a planned system. Correlation of athletic activities resulted in organized leagues in football, touchball, basketball, volleyball, bowling, baseball and softball. Adult athletics were put on a sound basis, with leagues for boys and girls developed for the first time in several of the sports.

The first year-round program resulted in an increased attendance as the community more and more accepted the philosophy and ideals of a municipal recreation program. Although the program under the Great Falls Recreation Association was carried on partly by private funds and partly by public funds, definite plans were made looking toward a complete municipal department. The organization of the Recreation Association was based on membership without dues, with anyone interested in the recreation movement being eligible for that membership. Officers were elected annually, and a council of six directors worked with the officers. The directors were appointed for two year terms with three terms expiring each year. An additional member of the council came from the School Board. This representation was important since the School District provided not only facilities used in the program but also the director of recreation.

The program continued to grow and expand during the next two years as the budget provided by the Community Chest was increased to $4,000, and assistance given by the WPA was enlarged and made more effective. Activities were increased to meet the needs of the community, hockey and neighborhood skating areas being the major expansion in physical activities during 1938. The summer playground program remained the same during this year with the exception of the change of location of two play areas to improve their drawing power. A lighted softball field added to the interest in the sport.

Recreation Becomes a City Function

Promotion was started to change an existing statute in the laws of Montana which provided a mill levy with which to conduct band concerts for any city or town. None of the cities over the state using this levy consumed the whole mill, and it was felt that this could be adjusted for use in recreation and band concerts without meeting the opposition of an increased mill levy. With the cooperation from other communities in the state which were gradually seeing the value of community programs, this change was made in the

(Continued on page 632)

It's Being Done in Nature Recreation

Captain Bill's Column of Nature-Grams

BALSA WOOD comes from a rapidly growing Ecuador tree which may attain eighteen inches in diameter within five years. Its lightness and softness is due to large, thin-walled cells. It is estimated that nearly four million board feet is used annually in this country for model airplanes. When is recreation an industry? How much of this is physical science and how much is natural science?

Bear-Visitor Relationships. During the entire season of 1940 in Yosemite National Park only two persons were victims of "bear incidents." Bear hooliganism ranges from cuffing photographers to opening automobiles with can-opener claws. A sign that reads "No bacon in this car" does no good if it is a lie. Imprudent visitors sometimes cause Bruin the death penalty. Gradually the public is learning that they should not feed bears.

Biography. Jack Stuart Knapp, when in college, chose to major in zoology. While working in the zoo he succeeded in managing a cantankerous old ape, a feat no one else had accomplished. When two months had passed the zoology professor called Jack to one side and informed him that he should be an animal trainer and not a zoologist. As many readers know, Jack went to training actors. Your columnist had Jack as a student at one of the first Recreation Schools, but it took all these years to extract this story. If any reader can find a similar nature-gram about a recreation worker let's have it put on record!

Birds. The Cleveland Bird Club, Henry Mayer, president, has a membership of over 600. In the fall they had a memorial hike in honor of Dr. Henry Turner Bailey, late dean of the Cleveland School of Art. The hike was followed by a dinner, lecture, and square dance. One hundred and seventy-five attended the banquet. No "wizzled," corner-sitting, one-tracked minds—those!

Birds. Great Auk, last seen in 1844. Labrador Duck, last seen in 1872. Health Hen, last seen on Martha's Vineyard Island, March 11, 1932. Passenger Pigeon, last one died in Cincinnati in 1914. A few Whooping Cranes, Eskimo Curlews, and Ivory-billed Woodpeckers remain. When will there be enough people who care enough?

Blueberries. Growing blueberries as a sideline hobby has interesting possibilities. Massachusetts State College has an experimental blueberry farm on Cape Cod. The fifteen varieties of blueberries will be as common a vocabulary among future blueberry fans as varieties of "glads" or pigeons are among fanciers today.

Chemistry. The National Resources Planning Board has listed 186 specialized fields in chemistry. Chemistry for recreation was not mentioned. If we had a list of chemists who dabble in it for fun, we believe that it would surprise even the chemists. Also, the dabbler might have a place in the program of defense.

Conservation. Conserving Farm Lands, Tom Dale. Soil Conservation Service, 104 pp. 30 cents. Organized teaching material which might help one planning to convert non-agricultural land into a specific recreation area.

Conservation. Teaching in Elementary Schools, Effie G. Bathurst. Bulletin 1938, No. 14, U. S. Office of Education, 125 pp. 20 cents. 1940.

Conservation. The Teacher Looks at Conservation, O. E. Fink. State Department of Education, Columbus, Ohio, 64 pp. The guiding principles for leaders are called "Beacon Lights." The pamphlet, just out, emphasizes the necessity for freedom to study out of doors, makes suggestions flexible enough to be adjusted to other states than Ohio, and has refreshing suggestions of activities to develop under the title "Flashlight Steps."

Conservation Conference. The Connecticut Forest and Park Association, a voluntary association of people interested in making Connecticut a better place in which to live by properly developing its forests and other outdoor resources, announces its second annual Conservation Conference at Bond Hotel, Hartford, Feb-

"Nature-Grams," says Dr. Vinal, "are instruments through which you may give life to your recreation program. Walt Whitman, with his poet's insight, said the same thing about music: 'All music is what awakes from you when you are reminded by the instruments.'"

ruary 5 and 6. The first day conservation will be emphasized and the second day forestry, roadsides, and nature recreation.

Conservation Laboratory. In Ohio, the State Department of Education, the Division of Conservation and Natural Resources, and Ohio State University are giving leaders practical experience in conservation. The camp is twenty miles east of Chillicothe.

Conservation: Nature Recreation for Adults. The Worcester, Massachusetts, Natural History Society is starting a new-old venture in the announcement of forty-two non-academic courses. There are no fees and no texts. All one has to do is register. The program is dedicated "to the end that knowledge concerning our nation's natural resources will contribute to making the appreciation of America a living force in the lives of her citizens."

Cranberries is the theme of the November, 1940, Program Hints published by the Massachusetts State College Extension Service. Stories, growing, films, pantomime, poems, games, and cranberry menus are included. Lawrence V. Loy, extension specialist in community recreation, is editor. His hints are as full of vitamins as his cranberries.

Day Camp, Cincinnati. In 1939 a total of 2,534 children (more than twice the 1938 number) were transported to a wooded nature preserve for a day in camp. Nature games, Indian crafts, outdoor cooking, and nature adventures were activities offered. The Recreation Commission has added a council ring and overnight camping as added experiences. Robert J. Strauss, supervisor of golf, has fostered nature activities from the beginning in 1937.

Easter Lilies. Japan has been furnishing the U. S. with about $3,000,000 worth of Easter lily bulbs annually. The all-American Easter lily will probably be in vogue this year. The U. S. Bureau of Plant Industry, Beltsville, Maryland, is playing an important part in this new industry. Recreation-minded Americans may take an idea too.

Exploration. When Donald Macmillan was eleven he read about Elisha Kane searching the Arctic in 1853 for the 129 men lost on the Sir John Frankling Expedition. Kane wrote O. K. with a lead bullet on a cap lining and hid it under a cairn. Sixty-one years later Macmillan found the cap that had inspired his career. There is a suggestion in this story.

Field Trips. The board of education need not confine education to a building. Outdoor courses in athletics and gardening are precedents. The safe-keeping of children is a responsibility. Field trips should be supervised. Most difficulties on field trips may be classed as "imaginary."

Gardens. Every Valleyview Home, first USHA project of Cleveland Metropolitan Housing Authority, has a garden. Seventeen per cent of the 32.4-acre site is covered by buildings, with almost four acres devoted to private yards and gardens. Supplementary areas are available.

Gardens. The Nature Garden Guide is published by the School Garden Association, 121 East 51st Street, New York City. The September issue told how to grow amaryllis bulbs indoors, and the October number the "do's and don'ts" of growing paper-white narcissus. Conservation is a major topic for the next months.

Guidance of Youth. Fetching up Fred, by Walter MacPeek. Peak Press, Ann Arbor, Michigan. Paper 40 cents, cloth 60 cents. Thirty enlightening letters between Fred's parents and a fictitious Youth Leadership Service.

"You ask how he ain't got no sense . . . Just today for instance, it's sunshine and warm, almost like summer, but that ain't no reason why our Frederick should set down on the damp ground."

"In reference to the incident you speak of . . . you will find such cases . . . discussed in the chapter headed 'Learning through error and success.'"

Health. The Cornell Rural School Leaflets are prepared by Dr. E. L. Palmer. The November number, devoted to development of healthy minds, discusses the role of beauty and perfection in the making of finer citizens. Excellent illustrations. The January number will deal with healthy bodies and the March number with the problems of a healthy environment. The Leaflet staff also announces nature broadcasts, 10:30 to 10:45 Thursday mornings, Station WHCU. The Leaflet has long been a classical source for nature leaders.

Hikes. The Union County Park Commission conducts a nature walk one Sunday each month led by a qualified lay leader who has specialized in some phase of nature study. Paul S. Cleland, Box 231, Elizabeth, New Jersey.

Hydroponics. Growing plants by water-culture meets the needs of barren Wake Island's thirty people plus the Trans-Pacific Clipper crew and passengers. This milestone suggests an effective experiment for shut-ins and for those who cannot

travel afar. Complete outfits and chemicals for hydroponics experiments are listed in the new catalog of the General Biological Supply House, 761 East 69th Place, Chicago.

Laurel. Winsted, Connecticut, celebrates laurel week. Signs direct autoists to the best laurel within a ten mile drive. Winchester, Connecticut, crowns a laurel queen.

Leadership. Nature leaders should use a simple language. Instead of "schizophrenic societal ideology," say, "a lot of ideas held by a bunch of nitwits."

Literary Gem. "A nobler want of man is served by beauty, namely, the love of beauty. . . . To the body and mind which have been cramped by noxious work or company, nature is medicinal and restores their tone. The tradesman, the attorney comes out of the din and craft of the street and sees the sky and the woods, and is a man again. . . . The health of the eye seems to demand a horizon. . . . We are taught by great actions that the universe is the property of every individual in it."—*Ralph Waldo Emerson.*

Model Airplane Contests. D. Appleton-Century. $1.25. Complete information. The Wright Brothers made their pioneer flight at Kitty Hawk, North Carolina, December 17, 1903. Stage a celebration.

Museum, Boston Children's. This museum celebrated its twenty-five years with a special program on November 19. Professor Kirtley F. Mather of Harvard University conducted a half-hour of "Information Please" on "Why a Children's Museum?" The second of its kind in the United States (Brooklyn being first), the museum is supported by private endeavor. Mildred E. Manter has been director since 1927.

Museum Project, Glencoe, Illinois. One fourth grade group cooperated with the D.A.R. and Historical Society in designing and making the furnishings for the first log cabin ever erected in Glencoe. This cabin was moved to the park grounds of the school and dedicated at a celebration in which the community participated. The best in education is recreation. Also, recreation at its best is education.

National Parks. In 1933 there were 3,500,000 visitors to 66 National Parks and Monuments and in 1940 over 16,000,000 to 162 such areas. This 400 per cent increase indicated a phenomenal growth in appreciation and understanding of national park values. Local recreation organizers must anticipate the increased use of park areas for inspirational benefit.

National Park Service Naturalist Programs. Out of 167 questionnaires it was found that 77 programs were conducted for the general public in 1940 in parks. Botanical gardens, game sanctuaries, Butler Hospital (Providence) and Northfield Inn (Massachusetts) also have nature programs. There are some 700 naturalists engaged in nature recreation. Three hundred forty-four of these are volunteers working through 74 agencies. Public funds finance 54 programs and private sources 19 others. They reach 8,000,000 citizens.

Natural History Survey. The State Geological and Natural History Survey of Connecticut provides for nature study. Reports have been published on birds, mammals, minerals, dragonflies and other subjects. The nature study committee of the Connecticut Forest and Park Association is a voluntary group interested in the state nature program. Dr. Edward L. Troxell, State Geologist and Professor of Geology at Trinity College, is chairman of the committee.

Nature Essays. This Amazing Planet, Roy Chapman Andrews. Putnam, 231 pp. $2. Interesting stories, which are amazing, but true.

"Old Manse," Concord. The purchase of the "Old Manse" by the Trustees of Public Reservations is claimed as the outstanding achievement in the organization's forty-ninth annual report which has just appeared. The corporation is a "Trust for the Preservation of Places of Natural Beauty and Historic Interest in Massachusetts." It is voluntarily supported and privately administered. Anyone desiring to avoid political footballs in these matters would do well to become acquainted with the Trustees of Public Reservations. Laurence B. Fletcher, secretary, 50 Congress Street, Boston.

Pan-American Travel is a federal effort to strengthen confidence, friendship, and understanding among twenty-two American republics. Local travel trips to enjoy scenic and natural attractions are also an excellent way to stimulate inter-racial amity and cooperation. Begin the tourist movement on a small scale near home. It is a right step toward the peace which we hope the future will give. Who will organize a community travel union?

Park Board Project, Glencoe, Illinois. School sites are adjacent to park areas so the Park and

(Continued on page 632)

WORLD AT PLAY

More Gifts for Recreation

LAST YEAR Tulsa, Oklahoma, accepted the gift of Waite Phillips of twenty-one acres around his former home, a beautifully laid out and landscaped property known as "Philbrook Park." The Art Association has been put in charge of the residence on the property, a beautiful building, and has turned it into a public art museum. The association raised $50,000 from public subscriptions on a membership basis, each member contributing $10.00.

An area of 124,000 square feet, extending four blocks along the East River front in New York City, has been given Bellevue Hospital by the city for recreational use by doctors, nurses, and other employees of the hospital and by patients.

Trails in National Forests

"IF A MOTORIST set out this year to travel all of the highways and truck trails in the 160 national forests," states the *National Nature News* for May 13, 1940, "it would take more than four months of steady driving, twelve hours a day, at an average of a little better than forty miles an hour.

"Then if he stopped driving and set off to walk the trails which are used by fire fighters, sheepherders, cattlemen, recreationists, and others of the millions of visitors to the national forests each year, it would take a little more than fifteen years traveling twenty miles a day, according to the Forest Service, United States Department of Agriculture."

Volleyball Plus Aerial Darts

ADOLPH F. WINTER in the May issue of the *Journal of Health and Physical Education* describes a game he calls "aerial volleyball," which is a combination of volleyball and aerial darts. The rules of the game are the same as volleyball with the exception that the court may be made smaller to conform to the size of the group, and the serving line is eight feet from the net, which may be lowered to permit a faster game. A regular aerial dart shuttlecock is used, and each player has a plywood paddle with the handle eight inches long and the rounded hitting surface with a diameter of seven inches. An ordinary bottle cork with four or five duck or chicken feathers stuck in on the larger end will suffice if manufactured darts are not at hand. The game is especially valuable in older women's groups. It is an excellent class method to lead up to the wrist action and arm-eye coordination necessary in the game of badminton.

Softball in Seattle

IN 1939 there were 420 organized softball teams using the play fields of Seattle, Washington, for their games. In addition, it is estimated that the playfields are used by 140 unorganized teams, including the Longshoremen's League, women's teams, Boy Scouts, WPA, DeMolay and other groups, making a total of 560.

Renting Golf Equipment

ONE OF the most important factors in Cincinnati's success in introducing golf to wage earners has been the plan of renting sets of clubs at fifteen cents a day, thus making it unnecessary for beginners to buy equipment. In 1933 the total number of sets rented was 120; in 1938, 19,466. More than 5,000 rounds of golf were played by boys and girls of high school age, and registration exceeded 5,000.

New City Playfield from Unpaid Taxes

AS A SETTLEMENT for delinquent taxes, the city of Jackson, Michigan, recently acquired a five-acre playfield. Used for softball last summer, the playfield is located in a section of the city which needs recreation facilities. For this reason the city turned the playlot over to the recreation council. Although no one has as yet accepted responsibility for its development, the council is drawing up plans for the expansion of the area into a modern playfield.

The Use of School Facilities

CALIFORNIA is known for a policy of encouraging community cooperation. Last year the statute of several years' standing authorizing the use of school buildings for community center

purposes at the discretion of the school board was broadened to embrace school grounds as well and to empower school boards to permit citizens or organizations to use them for supervised recreational activities. Boards of education are also authorized to employ suitable persons to plan, promote and supervise recreation and to pay their salaries out of school funds.

Another act known as the California Community Recreation Enabling Act of 1939 authorizes school districts, cities and counties to establish recreation programs or to join in such projects and to expend public money therefor. This recreation enabling act also inaugurates the certification of recreation leaders by directing the state board of education to issue a recreation credential to applicants under specified conditions.

New York also revamped the statute empowering school districts, by majority vote of their electors, to acquire sites, buildings and appurtenances, including "land and buildings for agricultural, athletic, playground or social center purposes." From *The Nation's Schools,* November 1939.

Child Labor Day 1941 — Child Labor Day will be celebrated January 25-27, 1941. The National Child Labor Committee points out that while many of the worst abuses have been eliminated, thousands of children are still employed under conditions which threaten their health and education. Literature which will be helpful in observing the day may be secured for 25 cents from the Committee, 419 Fourth Avenue, New York City.

Conference of Physical Educators to Meet in Portland, Oregon — "Education for Physical Fitness and National Stability" will be the theme of the 1941 convention of the Northwest section of the National Physical Education, Health and Recreation Association to be held in Portland, Oregon, March 27, 28 and 29. N. P. Nielsen, executive secretary of the National Association will be the keynote speaker.

Dean P. W. Leighton of the University of Oregon is chairman of the program committee. Members of the committee and section chairmen are: Vernon Sprague, Boy's High School section; L. F. Sparks, College section; Rosamond Wentworth, Dance section; Mary Stevenson, Girl's Physical Education; Greba T. Logan, Health section; Leslie Chase, Junior High and Elementary School section; Jeanette Brauns, Women's Athletics; Robert Hager, Recreation; and Evelyn Hasenmeyer, Swimming.

Arrangements for the convention are being made by Dorothea Lensch of the Portland Bureau of Parks, assisted by Leonard Gehrke, Housing; C. B. Tator, Exhibits; Don Faber, Transportation; Clara Burke, Social; Mabel Condit, Registration, and Ruth F. Hurd, Publicity.

The Cincinnati Ceramic Guild—In 1939, according to the report of the Public Recreation Commission of Cincinnati, Ohio, the Commission was instrumental in bringing together a large group of men and women interested in ceramic arts. Professors at the University and at the Art Museum, teachers in the public and parochial schools, leaders of girls' and boys' organizations, and many laymen are now members of the Cincinnati Ceramic Guild. The Guild has acquired a kiln at the Rookwood Pottery which may be used by all members of the Guild and their families.

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Puppetry in the Recreation Program — The Hamburg Puppet Guild offers a short training course which may be secured by communities. This course is designed to equip the leader or teacher with the information necessary to carry on a successful puppet program. The Guild provides free a project outline which tells how to organize a group and gives details for management. The Guild's Manual is a complete guide to making and staging marionettes. *Dancing Dolls,* issued by the Guild, is a book of seven plays requiring only seven characters to produce all the plays. These plays are easy to direct because they have complete stage directions.

The Guild points out that puppetry is a project which has within it all the necessary requirements for a balanced recreation program—entertainment, education, physical development and, in addition, the possibility of paying for itself and raising money for further productions or civic interests. Further information regarding the services of the Guild may be secured from the Hamburg Puppet Guild, Department R-2, Hamburg, New York.

An Armory as a Recreation Center—In November, 1940, the armory at Bethlehem, Pennsylvania, was opened as a recreation center for all the youth of the city. Preceding the dedication of the center, the armory was opened for inspection and registration of members. There were free motion pictures on Saturday from 6:30 to 8:00 P. M. and social dancing from 8:30 to 10:30. The center will be open from 3:30 to 5:30 P. M. and from 6:30 to 10:30 on week days. Saturday hours will be from 9:00 A. M. to noon and from 6:30 to 10:30 P. M. Juniors will be allowed the use of facilities until 8:00 P. M. Junior members under sixteen pay a fee of ten cents for the season; senior members, twenty-five cents.

American Camping Association to Meet—The National Conference of the American Camping Association will meet in Washington, D. C., on February 13, 14, and 15, 1941. The theme of the Conference will be "Getting Down to Fundamentals." Futher information may be secured from H. W. Wolter, Chairman, Publicity Committee, 1941 Conference, American Camping Association, 1101 M Street, Northwest, Washington, D. C.

James V. Mulholland Honored—Recreation leaders everywhere will rejoice over the citation of merit given to James V. Mulholland, Director of Recreation of the New York City Park Department, on Thursday, November 7th, at a luncheon at the Bankers Club. This award was made in recognition of Mr. Mulholland's contribution to the park system under the leadership of Commissioner Moses. Mr. Mulholland has always been a loyal worker in the national recreation movement.

A Five-Year Project—On December 2, 1940, the Chicago, Illinois, Recreation Commission celebrated the completion of a five-year task—a survey of the city's recreation. At a luncheon held on this date public recognition was given to Dr. Arthur J. Todd of Northwestern University who served as editor of the survey, and the comprehensive survey report of five volumes was presented to the citizens and officials of Chicago for their further action.

Floodlighting Scores in Bemiston — "Four times the crowd that we have ever had before," writes Mr. J. M. Corby of the Bemis Bro. Bag

Allen G. Ireland

Physical educators and recreation workers will learn with sorrow of the recent death of Dr. Allen G. Ireland, Director of Health and Physical Education in the state of New Jersey.

He began his service as Director of Health and Physical Education in Connecticut in 1922, where he served until 1928 when he became Director in New Jersey.

Co. of Bemiston, Alabama, describing the opening night on Roberts Field under a new floodlighting system. The company had provided the mill community with an excellent ball field where games of the East Alabama Industrial League were played. While attendance was good from the mill community, the townspeople of Talladega, a half mile away, found that they could not leave during business hours to enjoy the games. Night lighting seemed the only way to bring the whole community together to enjoy the thrills of the baseball season. After careful study of the problem, the company invested $5,000 in lights, and the first game brought the bag "gate." Tickets were sold, and visitors were in their seats before the ceremonies began. Then a flood of light, a loud and prolonged cheer, and the game was on. Not only the mill employees will be given a new recreational outlet, but the whole town and countryside can now join in sports events that provide thrill and fellowship in the cool of the evening and in the glow of soft white lights rather than the blaze of a southern summer sun.

National Parks Popular in 1940—One out of every eight persons in the country visited some unit of the Federal Park System in the 1940 travel year, according to a report of Newton B. Drury, director of the National Park Service in the November issue of *Parks and Recreation*. The total number of visitors, 16,741,855, indicates an increase of more than 400 per cent during the past seven years. Numerically it is a million greater than last year's total and a half-million larger than the figures of the previous peak year 1938. "Most visited park" honors went to Shenandoah in Virginia, followed by Great Smoky Mountains in Tennessee and North Carolina and Rock Mountain in Colorado.

"Youth Tells Its Story"—The American Youth Commission announces three new pamphlets prepared in connection with the radio series, "Youth Tells Its Story." They are "Finding the Facts About Youth" (information regarding surveys used to gather information about the youth problem in three community areas); "New Strength for America" (the description of a unique recreation project in Columbus, Indiana); and "Rallying Resources for Youth" (an account of community council developments in Los Angeles County, California; Dowagiac, Michigan; and Greenville County, South Carolina). Copies of these pamphlets may be obtained without charge from the American Youth Commission, 744 Jackson, Place, Washington, D. C.

Six Hundred Years of Sport—The history of sport from the fourteenth century to the present is being shown in an exhibition of rare books, manuscripts, and prints under the auspices of the Grolier Club, 47 East 60th Street, New York City. The display, entitled "Six Hundred Years of Sport," is devoted primarily to hunting, fishing, shooting, and horsemanship. Among the historically important pieces is the first English printed

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book on sports published in 1486 and attributed to a mythical Lady Juliana Berners, called "The Book of St. Albans," from the nunnery of which she was abbess. Colored prints of sports embracing shooting, fishing, and the hunt complement the books and manuscripts in the exhibit which will be open free to the public from 10:00 A. M. to 5:00 P. M. through February 4, 1941.

National Social Hygiene Day—February 5, 1941, will mark the fifth annual observance of National Social Hygiene Day. This year the theme deals with "Social Hygiene in Relation to National Defense." The American Social Hygiene Association has issued a pamphlet entitled "We Face a New Challenge" which it will be glad to send on request to any group interested in promoting meetings. Requests should be directed to the Association, 1700 Broadway, New York City.

What Does a Business Man Think of Public Recreation?

(Continued from page 603)

fun doing it. Again, cooperation and harmony are traits that every business organization requires to succeed.

Nearly every person has latent abilities that broadening of outlook and proper environment will bring to the surface, and these are bound to prove valuable in business life. Even though a man's recreational activities do nothing but furnish him with a hobby, relaxation or enjoyment, such attainment insures the constructive use of his leisure time, and he will return to his work refreshed in body and mind.

Any thought that public recreation includes only a few playground activities for the "underprivileged," and at most for children, has been dispelled by our own Recreation Department's efforts in extending its varied activities to everyone privileged and underprivileged, young and old, with such desirable results that public recreation now is considered a municipal necessity along with our schools, health department, and other branches of the municipal government. That Houston's Recreation Department is fast achieving its goal of awakening the citizens to the realization that recreation is for *all* the people is borne out by the fact that well over two million people took part in our local activities during the past year, either as active participants or as spectators.

A Transportation Company Serves the Leisure-Time Movement

THE PHILADELPHIA Transportation Company is performing a real service to the city in the publication of a map of Philadelphia which shows not only streets and the transportation lines and house numbers, hospitals, and junior and senior high schools, but also hiking and riding trails, recreation facilities in the parks, and many places of interest such as museums, libraries and scientific institutions, places of historic interest, art galleries and theaters. It lists golf courses, tennis courts, swimming pools, and sports centers such as baseball fields, beaches, and stadia.

Another service to the public is found in the publications which the company issues. *The PTC Traveler,* published on alternate Fridays, contains condensed listings of all important events in sports, the theater, music, and other fields of entertainment. *Leisure,* issued each month from October to May, offers listings of scheduled lectures, art exhibitions, little theater productions and music, together with information concerning opportunities for adult education and other leisure-time activities. It is distributed by mail without charge to all requesting it. *Hikes* is published three times a year and contains a four months' schedule of Philadelphia's hiking clubs. Copies are available free together with a 48-page guide. A fourth publication is *Historic Philadelphia,* a 32-page booklet on old Philadelphia and historic Germantown, illustrated with maps, drawings, and photographs.

Further in evidence of the business man's realization of the value of recreation is the fact that employers with large concentration of employees at points not accessible to municipal recreation facilities often provide such facilities at their own expense. Many oil companies provide recreation halls and facilities for their employees in a number of localities where the employee camps are removed from towns. They also encourage social and athletic clubs among their employees, fostering in them the same spirit that you are building in the general public.

Public recreation is one of our best channels of achieving for all this art of living, and we should remember with gratitude that this is being carried out in the American way, on

Chicago's Sixth Annual Recreation Conference

On November 8, 1940, the Chicago Recreation Commission held its sixth city-wide recreation conference. The day's program, which began at 10:30, lasted until six o'clock, culminating in a dinner meeting at which Malcolm Shaw MacLean, president of Hampton Institute, spoke on the subject, "Recreation and Preparedness." During the course of the day a number of group meetings were held on such subjects as "Camping as a Preparation for Living," "The American Family—Our First Line of Defense," "Chicago Communities at the Round Table," "Nature as a Resource in a Time of Emergency," "Experience Speaks for Civilian Morale," and "Youth's Leisure Time —on the Auction Block."

"Largest in attendance, liveliest in the variety of its activity, and timeliest in its theme of 'Recreation and Preparedness,' the sixth annual Recreation Conference stands out as the most successful for all the conferences sponsored by the Chicago Recreation Commission." Thus the November issue of *Community Recreation,* a mimeographed bulletin issued by the Chicago Recreation Commission, describes the meeting. Throughout the day some six thousand citizens from all parts of the Chicago area—a record attendance—participated in the general sessions, the afternoon section meetings, and the evening dinner session, gala climax of an eventful day. More than a hundred civic and social organizations, district and local recreation committees and recreation agencies were represented at the Conference.

Stenographic reports of the three general sessions and summary reports of the seven section meetings may be ordered from the Lecture Reporting Service, 33 South Market Street, Chicago. These are available at 40 cents.

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a non-compulsory basis and by the development of the individual character of the people, rather than by the regimentation practiced in some countries. In our country the individual is being encouraged and taught to play for the love of it and the joy and happiness which it brings him in this day of turmoil and hurry. He is not being herded with others in droves and put through routines for which he has no mental inclination or natural incentive.

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Written by George Hjelte, Superintendent of Recreation for the City of Los Angeles, this book contains a complete discussion of the administrative problems involved in local community recreation, whether conducted under city, county, or public school auspices. It covers all such matters as the organization and financing of municipal or county recreation departments, the acquisition of recreation properties, the co-ordination of various agencies for recreation work, and the many details of personnel, budgeting, record-keeping, program planning, etc.

416 pages, **$3.00**

The Macmillan Company, New York

Should the Schools Train for Leisure?

(Continued from page 592)

uninteresting. In some school situations activities that should be interesting and recreative become boresome and dull. The fear is expressed by some of those interested in recreation that if the school embarks on an extensive program of leisure training it will smack of the school-room atmosphere and will cease to be fun and become quite another

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"Perhaps the most interesting, as well as the most potential characteristic of THE AMERICAN CITIZEN is its emphasis upon the correlation of various educational, civic, and social activities. As far as I know, there is no other periodical that has the same peculiarly effective approach to these fields."—*Francis L. Bacon,* Principal, Evanston Township High School, Evanston, Illinois.

University Dean:

"I consider the magazine THE AMERICAN CITIZEN an outstanding influence in promoting social education. I believe a journal of this kind should have widespread circulation and adequate support from individuals and organizations interested in social education."—*Ernest O. Melby,* Dean of School of Education, Northwestern University.

Chief Librarian:

"THE AMERICAN CITIZEN is serving a vital need of the times and should be in every public, college, and school library in the country."—*Clarence W. Sumner,* Chief Librarian, The Youngstown Public Library, Youngstown, Ohio.

School Superintendent:

"I know of no other publication that addresses the job of citizenship training so specifically and effectively. It is one source that we can depend upon to be free from hair-brained social or political proposals that serve only to sell magazines and confuse the immature student."—*E. R. Selleck,* Supt. of Des Plaines Public Schools, Des Plaines, Illinois.

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and a sample copy and subscription blank will be sent to you.

thing. Instead of learning how to enjoy various activities the student will be definitely conditioned against them.

There is enough truth in this contention to make it necessary for all who believe in recreation to do everything in their power to see that if and when the schools do begin to train for leisure in real earnest it is done in a way that will insure the proper results. Modern schools have gone a long way in this connection. Those who are not familiar with modern education have a tendency to view educational experience in light of their own personal histories. The schools of America have gone much further in developing methods of motivation than they have in the construction of functional curricula. Subject matter that is inherently dull and uninteresting is now presented in dynamic and enticing ways. New devices such as colored slides, motion pictures, and the radio are now available. The point is that education can be more interesting and dynamic than it has ever been before, providing teachers are trained properly and they have the right subject matter assignments. Given something as useful and interesting as recreation activities, the modern school should succeed admirably in keeping it on the fun level.

There is no reason why leisure pursuits cannot be taught in high school providing the teaching staff is properly trained and as a result uses an intelligent approach to the problem. The basic point of departure must be that the student enjoy the experience. If he does not, he may be missing the point of the experience entirely. This is one phase of school experience where the proper motivation is most important. The success of the program will rest upon the extent to which students continue the activities learned in school over into their leisure hours while they are of school age and later. It cannot be measured in terms of the number of students who make craft projects or participate in hiking trips. Unless there is carry-over value it is not real functional education.

Are Teachers Prepared to Be Recreation Leaders?

The schools will have to plead guilty to the charge that teachers are not trained as recreation leaders. Relatively few teachers have adequate training in the field of leisure and recreation. If recreation activities in the school have an academic flavor it is usually because the teacher has not

been given the proper perspective and set of skills to enable him to utilize the right approach.

Even more unfortunate is the fact that the teacher training institutions are very slow in expanding their curricula to include this type of training. There are exceptions to this, of course. Many teacher training institutions have added camp leadership courses within recent years. Others have branched out directly into recreation leadership in various forms. The trend has not yet been enough to give the broad basic training that teachers should have. Not only are more courses needed for those who wish to specialize in recreation training, there is also a need for administrators to realize the value of this type of training for all teachers. Educators generally seem to agree that the school has a definite responsibility in the field of recreation activity, but as yet the proper provision has not been made to train teachers in this field or to provide for recreation activities in the schools.

There is a definite trend in America toward functional education. It is up to those who see the possibilities of enriched leisure to see to it that this functional education has ample opportunity for wholesome leisure-time activities with real carry-over values.

Fame in February

(Continued from page 584)

word ending with the suffix "nation" which the phrase suggests. Thus:

Disliked nation	Abomination
Dismayed nation	Consternation
Bright nation	Illumination
Disrespectful nation	Insubordination
Resolute nation	Determination
Fanciful nation	Imagination
Nation at its end	Termination
Destructive nation	Extermination
Unfriendly nation	Alienation
Murderous nation	Assassination
Most patient nation	Resignation
United nation	Combination

February Fables. Guests still worn out from the geography quizzes will appreciate a little nonsense. Out of a bowl have each one pick a piece of paper on which is written some common or uncommon noun. The guest must then write a sentence about himself and include in it the noun on the paper. If you prefer, ask everyone to write a poem about

The Evolution of a Social Dance

By R. O. SCHLENTER
Director of Recreation
Plainfield, New Jersey

AT THE DEPTH of the depression the Recreation Commission of Plainfield, New Jersey, opened two schools for evening centers and organized activities on a club basis. From this came the plan for conducting weekly social dances as one means of providing recreation for the young people of the city. Tickets were printed and distributed to each member of the center, which entitled them to bring their friends. Ticket holders were asked to retain their tickets during the dance. This enabled us in case any trouble should arise to place the responsibility on the member inviting the culprit.

Music was furnished by WPA and a charge of five cents was made for checking. We varied the dances by alternating between the east and west end centers, but with the increased attendance it soon became necessary to hold a weekly dance at each center. The hours were from 8:00 to 11:00 P. M. "Jitterbugging" was at its height at the time, and devotees of this type of dancing swarmed to the centers. The following year we decided to eliminate the so-called jitterbugs from our dances, but in order to provide an outlet for them we arranged a special dance night. Lack of interest in this particular form of dancing, however, led us to discontinue the night.

At first not a great deal of attention was paid to the clothing worn by the dancers, but before long we found it desirable to take some action to improve their appearance. Accordingly we made the rule that only people wearing suitable clothing would be admitted. The new rule required men to wear coats with collars and ties. This rule was not popular at the beginning, but the past two years has seen a great improvement in appearance.

We found that in most instances the girls were paying their own way. When we inquired the reason for this the girls told us that if they allowed the boys to pay for them, they would be under obligation to dance with them all the evening, whereas if they were on their own they could dance with whomever they pleased.

The story of the dance orchestra which is now

playing for the dances is in itself an interesting one. It all started with a group of high school boys who held their rehearsals in one of the centers. The boys in their rehearsals would listen to the music of well-known bands played on records and would then try to imitate the playing. There are, and always have been, thirteen players in this band. They work on a cooperative basis, and when one is employed to play they must all be included.

The orchestra's "big moment" came one night when the WPA orchestra failed to put in an appearance. They have been playing for us ever since to everyone's satisfaction. At the beginning of their second season with us the orchestra appeared in attractive uniforms. During that season they bought a public address system which they used for their vocals. We pay the orchestra approximately $250 a month. This is made possible through a charge of 20 cents per dancer. This means that the orchestra receives seventy-five per cent of the gross receipts, the Recreation Department, twenty-five per cent. The money derived by the Department from the dances is paid out for leadership and for the sport of our handcraft program. One person sells tickets and another circulates about the building. To date we have experienced no behavior problems.

himself and use the word on the paper somewhere in his rhyme. For instance, if Daniel Boone picks "corkscrew" he might write, "Daniel Boone one day killed a snake which he discovered coiled up like a corkscrew on the trail." Or

> Dan Boone one day perceived a snake
> Coiled up much like a corkscrew.
> The rock he threw had aim most true;
> What hit him, that snake never knew.

Food and Favors. One night of fame probably hasn't affected the appetites of your guests who by this time will be needing some refreshment. Remember that hearty pioneers will want substantial sandwiches, cake or pie. And don't forget to include a hot drink to help the guests withstand the winter winds on their way home.

Make the table decorations simple but different, and try to avoid traditional hatchets, hearts, and cherries. Use a calendar or horoscope theme and put one candle on the birthday cake for each guest. Fame and glory have been holding sway all evening, so let's honor the "forgotten man" with our February favors. A small potato will serve as body and head. Cut the bottom off squarely, attach two lima beans for feet and glue to a small card. Eyes, nose and mouth may be painted or pasted on, or they can be made with large-headed pins stuck into the head. Half of a lima bean will serve as a hat and two bean pods become the arms. A few strings of yarn attached with a wire hairpin will give the little man a beard. A tiny printed placard strung around his neck and hanging down the back will identify him as "the forgotten man."

And now that you have honored the known and the unknown, the famed and the "unfamed," your duties are finished and you can send your guests back to the Past with a "Very Happy Birthday."

A Park Dedicated to Naturalists

(Continued from page 585)

A beautiful tree that flourishes in the area is the tulip, a tall flowering tree that bears yellowish orange-colored flowers. Of the small flowering trees, the shadblow is the first to bloom. Then come the dogwoods, of which there are hundreds.

Among other trees are pitch and white pines, white and red cedars, sweet and sour gums, sassafras, red maple, gray, sweet and river birches, blue or water beech, American birch, black alder and the American sycamore. There are sixty-two species of ferns.

Bird life includes quail and partridge, and all the common and swamp birds. Otter, mink, beaver, squirrels and muskrats are natives of the region.

The WPA has constructed rustic-type buildings, three parking areas, four shelters, seventy picnic tables, seventy fireplaces, trail seats and sanitary pits, as well as transplanting 9,200 trees.

A plan is already under way to add a larger section to the park, which will include several lakes made by damming Cheesequake Creek.

Planning the Community School

(Continued from page 586)

ment. It is not made clear to what extent and in what ways this concept of a large community school site should be reconciled with the "widely accepted principle that the elementary school sites should not be less than five acres in size." The authors present here a problem that challenges further study.

There are a few references in the volume to

parks and to cooperative planning of community school playground and park facilities. Questions relating to the form of organization under which community programs should be carried on or to operating procedures are not considered. Attention is rather focused upon the problems involved in designing buildings and grounds in such a way as to meet basic community needs. The American Association for Adult Education, which sponsored the studies upon which the volume is based, merits appreciation for having made possible this practical, informative, and forward-looking publication.

Some Music Organizations for Youth

(Continued from page 606)

Salt Lake City Presents Grand Opera

By JESSIE SCHOFIELD
Superintendent of Public Recreation
Salt Lake City, Utah

FOR THE PAST eighteen years the Recreation Department of Salt Lake City has included as part of its summer program a civic opera which has always been a light opera. The operas given have been well received, and they have come to be regarded as an integral part of the cultural life of the city.

In 1938 the Recreation Department decided to present a grand opera during "Christmas Cheer Week," the week between Christmas and New Year's Day, at which time for many years the Department has provided special programs. To make this possible, the Salt Lake City Opera Association came into being with a board of directors comprised of seven leading business men and leaders in the city's musical life. The Superintendent of Recreation serves as permanent secretary. The association has been incorporated as a nonprofit corporation with the Secretary of State.

One of the primary reasons for organizing the Opera Association was the establishment of a permanent orchestra. This has been accomplished with the help of the personnel director of the orchestra who has devoted a great deal of his spare time as a hobby to the promotion of the orchestra. Each Thursday evening, for fifteen months, sixty-five talented young musicians, university students or graduates, have met to play together and to accompany the operas. This has been an important factor in the success of the operas.

Soloists for each new production are selected by tryouts, and the city's best singers are included in the cast. During 1940 the organization of the chorus will be made permanent. None of the participants are paid, and the operas are financed by ticket sales and by appropriations from the budget of the Recreation Department.

"Hansel and Gretel" by Humperdinck was presented at Christmas in 1938; "Gondoliers" by Gilbert and Sullivan was given in August; and this Christmas the performance was Gounod's "Faust."

The Recreation Department is proud of the success of its civic operas. They require an endless amount of work and considerable money, but the contribution which they make to the city's cultural life is worth all the energy expended.

Volunteer Service in Public Recreation

(Continued from page 598)

Groups of young people responsible for putting on activities
Leaders of nursery play schools
Nurses
Doctors
Leaders of women's activities in basketball, badminton, etc.
Clerical workers

Volunteers on Playgrounds. In scores of playgrounds there are neighborhood councils, called in some places Mothers' Clubs, Parents' Councils, Neighborhood Councils, varying in membership from 25 to 450, concerned chiefly with the activities of the playground during the summer season, but in some cities keeping active throughout the whole year. Their activities include raising money. In one city the playground groups raised $10,000 in one year for playground equipment and for local playground requirements. These groups see that conditions on the playgrounds are satisfactory, that standards of leadership are high. They thwart political moves. In one city the neighborhood group raised great opposition to a new political administration dabbling in the affairs of public recreation. They won their case. These groups sponsor social activities. They are the interpreters of the needs of the city before City Councils, before boards of education.

On the playgrounds volunteer service is also given in leading games, storytelling, marking tennis and game courts, handling equipment. Volunteers are usually present on most days throughout the season and can be depended upon for regular service of this type.

Other service includes conducting registration, offering transportation of playground children for games, nature trips, etc.

In the clubs and councils centering around the playgrounds and community centers will be found much the same kind of interest and devotion that will be found around private agencies.

It's Being Done in Nature Recreation

(Continued from page 621)

School Boards have met and worked together in order to secure such long range impovements as landscaping, extension of space and facilities for play, parking areas, outdoor amphitheaters and class rooms. In planning the Park Board's summer recreation program faculty members of the school system have participated. This is the frame work for nature recreation par excellence.

Planetarium. Pinpoint Planetarium, by Armand Spitz. Henry Holt. $2. Written for teen age. Semi-monthly star charts for miniature planetaria.

Radio Travel Series. The National Park Service offers without charge "Two on a Trip," half-hour dramatizations. Jane and Johnny Harper are looking for America. The great age of the earth and the courage of pioneers are only a few things they learn while enjoying their parks.

Resources of the Community. Pupils in the social living classes at the seventh and eighth grade levels, Glencoe, Illinois, are trained in the techniques of interviewing. As these youthful citizens go from home to home they learn of butterfly collections. They locate people who have traveled, who have movies to show and adventures to relate. They discover Collie fanciers and dahlia growers. They contact trout and deep-sea fishermen, hunters, and horsemen. Aquaria are found in the basement. Are these young folks becoming nature-recreation-conscious?

Swapping. Nature-Grams is a column for swapping ideas. However, if you also have an inclination to exchange nature materials let's know about it. A few "spot" sources and we are off.

Trees. Planting and Care of Shade Trees, J. E. Davis. National History Survey, Urbana, Illinois. Free.

Vanderbilt Mansion National Historic Site, Hyde Park, New York, was established in July, 1940, as a unit of the National Park Service. Here Dr. John Bard developed an orchard of nearly 800 apple trees and choice English grafted fruit in Revolutionary times. His son, Dr. Samuel, encouraged the use of clover and gypsum as fertilizer before 1821. Dr. David Hosack, professor of natural history at Columbia, lived here about 1827 to 1835 and introduced many exotics. Dr. Hosack founded the first botanical garden in America (1801) near what is now Rockefeller Center. Children under sixteen are admitted free when accompanied by adults (25 cents). The grounds are a 211-acre nature shrine.

Weather. Rain or Shine, the Story of Weather, Marian E. Baer. Farrar and Rinehart. $2. Interesting to one contemplating the job of the weather man. Do you have a vocational guidance book shelf? Boost purposeful reading.

Weeds. Rout the Weeds, L. R. Tehon. Natural History Survey, Urbana, Illinois. Free. Thirteen weeds, illustrated.

Wild Life. Fish, birds, and mammals belong to the people. Over half of these animals exist on privately owned land. Conserving these animals must be done to a large extent by individuals. Food plants beneficial for wild life, cover crops, shelters, and winter feeding might be considered in planning this welfare. This was a form of recreation for Milwaukee High School students on the grounds of the Soldiers' Home. Your county extension service can give additional information.

Pioneering in Municipal Recreation

(Continued from page 618)

legislative session of 1939, with an enabling act allowing cities, park departments and school districts to conduct a program of public recreation individually, or a joint program in conjunction with one or more of the groups. Funds from all three groups could be used in such a plan.

In July 1939, the city of Great Falls and the School District entered into an agreement to sponsor and finance jointly a board of recreation in the community. A board was established consisting of two members of the City Council, two members of the School Board and a member at large appointed by the Mayor with the consent of the School Board. This Board of Recreation was given a working budget by the city while the School District provided the director of recreation and the school facilities, including heat, light, water and janitorial service.

The Board of Recreation took over the facilities developed by the Great Falls Recreation Association as well as the program as the latter group dissolved, having fulfilled its objective in the establishment of a municipal department of recreation. The policies and philosophies carried by the Recreation Association have been assimilated by the municipal department, and the basic program established and developed over a number of years is continuing with attendance and interest increasing yearly.

The principal factor in the development can be shown by a comparison of the staff used in the fall of 1936 with that used during the summer of 1940. In 1936, a staff of close to thirty leaders included only one leader employed by local funds, that being the director of recreation, while the remaining workers were provided by WPA and NYA. During the summer of 1940, WPA provided fourteen workers, while ten workers were provided for full time work on the playgrounds and seven for part time employment from funds of the Board of Recreation. The full time employees included the director of recreation, a secretary, a tennis supervisor, a baseball supervisor and seven play leaders. Part time employees include laborers, umpires and special activity leaders. The 1940-41 budget of the Board of Recreation was increased to provide additional personnel as well as equipment for the program.

Comparative attendance figures for the four years of the municipal recreation program show a growth from 181,717 in 1936-37 to 417,896 in 1939-40. The major attendance increase has been among the participants, although the spectator attendance has developed to some extent. Eighty-five per cent of the participant attendance is in the age groups under eighteen years of age; adults make up the balance. Further development in adult activities is anticipated as the community accepts the responsibility for adult recreation.

Great Falls is the pioneering municipal recreation program in the state of Montana, while several other communities are taking full advantage of the assistance being offered by WPA and have provided local supervisors for summer work. One other community, Anaconda, has its own full time executive, but is now contemplating the formation of a municipal department. Several other communities have formed the groundwork for the establishment of recreation departments and in all probability will do so within a few years.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Child Study, Fall 1940
"Books of the Year for Children." Selected by the Children's Book Committee of the Child Study Association

Childhood Education, December 1940
"The Christmas Story in Music" by Augustus Zanzig
"The Christmas Story Hour" by M. Jagendorf

The Crippled Child, December 1940
"The Influence of the Arts on the Lives of Handicapped Children" by Georgiana S. Mendenhall

Journal of Health and Physical Education, December 1940
"From Whence Our Sports?" by Carl L. Schrader
"Miss Liberty—A Folk Dance Pageant" by K. Elizabeth Anderson
"Rhythmical Experiences in the Elementary Grades" by Alma Ebeling
"Water Studies: Experiments in Potential Art Form" by Lois Carrell

Safety Education, December 1940
"Safety in Winter Sports" by Kenneth N. Beadle

Service Bulletin (National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation), November 1940
"Co-Recreational Sports Day"

School Activities, December 1940
"Dancing—Its Contribution to Social Education" by Henry Glass
"Archery Association: A Community Project" by Leslie A. Stovall

PAMPHLETS

Bulletin of Service 1940
Community Recreation Service of Boston, Inc., 739 Boylston Street, Boston, Mass.

Catalog of Educational Motion Pictures. Bell and Howell Filmosound Library
Bell and Howell Company, Chicago, Ill., price 25 cents

Democracy in Evolution: The Natural History of a Boys' Club Group by Charles Sheldon Thompson
Sanford Bates, 8 Lindbergh Place, Crestwood, N. Y.

Finding the Facts About Youth. How Three American Communities Conducted Surveys to Learn What the Youth Problem Meant Right at Home
American Youth Commission, 744 Jackson Place, Washington, D. C.

Good References: Safety Education. Bibliography No. 65
Superintendent of Documents, Government Printing Office, Washington, D. C.

Marine Park Improvement
Department of Parks, New York City

New Strength for America. How Youth in One City Benefited When Recreation Facilities Were Coordinated to Build Health and Morale
American Youth Commission, 744 Jackson Place, Washington, D. C.

Rallying Resources for Youth. How Three Communities Set Up Councils to Coordinate Separate Agencies and Make the Most of Their Facilities
American Youth Commission, 744 Jackson Place, Washington, D. C.

Report on Organized Camping in Georgia. A continuation of the Park, Parkway and Recreational Area Survey
State Planning Board, Ga.

Where to Buy Supplies for Educational Institutions
Porter Sargent, 11 Beacon Street, Boston, Mass.

ANNUAL REPORTS

Recreation Department, Berkeley, Cal.; Park District, Chicago, Ill.; Park Commission, Essex County, N. J.; Department of Playground and Recreation, Los Angeles, Cal.; Sherwood Forest Camp, Troy, operated by Park and Playground Association, St. Louis, Mo.

Is Your Hobby Organized?

(Continued from page 590)

Not without sense of humor is the gregarious hobbyist. If you "pulled a boner" and feel the need of personal chastisement join the Self-Kicking Club of America. And are you guilty of lengthy soaking? George Bernard Shaw, H. G. Wells, and Lowell Thomas are brothers in the Ancient and Independent Order of Soakers composed of people who delight in bathtub lolling.

The aim of the Society for the Prevention of Calling Pullman Porters George is as obvious as membership qualifications in the Universal Order of Fred Smiths of America. The latter group *did* suspend regulations long enough to accord honorary status to one Smith Frederick!

Perhaps the growth of these groups gave one man the appropriate thought that there should be one more grand organization—an organization to end all organizations—the Amalgamation of Mad American Clubs and Associations!

"Sitzmarks" in Minneapolis

(Continued from page 602)

natural facilities, and the beautiful chalet which makes an excellent meeting place. The program is divided into three nights: one night is devoted to downhill technique, one to slalom and the other to jumping.

The indoor part of the program consists of equipment displays by the local ski manufacturers and distributors, talks on the types of equipment by their representatives, instruction movies on the type of skiing being emphasized that night, and an explanation of the technique by a local ski expert. The group is then taken out of doors and given actual instruction under lights. Those who do not own equipment but wish to take advantage of the free lessons may rent skis and poles from the Chalet.

The participation number—over 700 different individuals last year — shows that the need for such a clinic is great. With each of the local clubs sending expert representatives to aid in the instruction, the taste for the sport is developed, and thus the clinic has proved of great benefit in increasing the number of people who participate in this outdoor winter sport.

A Cooperative Visual Education Program

(Continued from page 600)

Boys' Club	Wednesday	6:00- 7:30
Second Congregation	Wednesday	7:45- 9:30
City Recreation Department	Wednesday	9:30-11:00
Collingwood Presbyterian	Thursday	6:30- 8:30
National Youth Administration	Thursday	8:30-10:00
Lutheran Neighborhood House	Friday	6:00- 7:00
Douglass Center	Friday	7:00- 8:30
Ashland Baptist Church	Friday	9:00-10:30
North Toledo Community House	Saturday	2:00- 4:00

Films Shown

Films shown on the programs include: The Last of the Mohicans; The Story of Our Flag; They Discovered America; Sarasota, The Air-Conditioned City; Canada's Cozy Corner; Home Defense; Television; Air Waves; Bound to Last; Twenty Years a Champion; Voyageur Trails; The Pay-off; Footsteps; Exploring the Coffee Continent; Once Upon a Time; Progress on Parade; The Middletown Family at the New York's World Fair; Ohio Travelogue No. 12 and No. 13; The Fireman; The Bottom of the World; Behind the Flood Headlines; Jack and the Beanstalk; Brighter Times Ahead; The Benefactor; Blake of Scotland Yard; A Day with the Sun; South America Bound; Bermuda, Coral Island of the Atlantic; Handle with Pride; New England and the Auto; Speedway Tested; We Drivers; The Beneficent Reprobate; Two Salesmen in Search of an Order; Saguenay Saga; Spring's Signature; The Tree of Life; Winter Wonder Land; South to the Sun; Seeing Fingers; Shock Troops of Disaster; The Eighty Years; Where Champions Meet; Work Pays America; Good Golf; Man Against the River; New Romance of Glass; The Blue of the Night; The Light of a Race; Queen of the Waves; Magic vs. Science; Way of the Wild; Baseball Film; Robinson Crusoe; and Never Weaken.

New Publications in the Leisure Time Field

The Saucy Sailor and Other Dramatized Ballads

By Alice M. G. White and Janet E. Tobitt. E. P. Dutton and Company, Inc., New York. $2.00.

RECREATION WORKERS will welcome an announcement of another book by the authors of *Dramatized Ballads* and *Plays for High Holidays*. Many well-known ballads are here, from religious songs to the songs of courtship and gypsy life. Some of the ballads appear here in English for the first time. Incidental music and dancing accompany the ballads, and with these boys and girls with a flair for the dramatic will enjoy the interpretation, staging, music, and dancing which go into the production of the ballads.

Folk Dancing for Fun

Compiled by Seymour Meyerson and Frank Johnson. Obtainable from Seymour Meyerson, George Williams College, 5315 Drexel Avenue, Chicago, Illinois. $.75.

IN THIS MIMEOGRAPHED compilation the authors have given us complete directions and musical scores for sixteen dances of eight different European nationalities selected especially for use in social recreation. The dances have been used with equal success with groups of ten- to twelve-year-old boys and girls, and with adults. The dances described are all short, interesting, and easy to teach.

Plays of America's Growth

By Samuel S. Ullman. Dodd, Mead and Company, New York. $2.00.

AMERICAN INSTITUTIONS, in contrast with those of other countries, are portrayed in these sixteen new plays which dramatize the men and events that have made America the country it is today. Each play is divided into two parts and is introduced by a brief preface which may be used as a curtain raiser or prologue. Among the historical characters portrayed are George Washington, Daniel Boone, Daniel Webster, Benjamin Franklin, and Abraham Lincoln.

Sport for the Fun of it

By John R. Tunis. A. S. Barnes and Company, New York. $2.50.

IT IS NOT A DIFFICULT matter to find the official playing rules for twenty leading sports, but here, between two covers, you have the rules spiced with Mr. Tunis' pungent comments! And that makes this book different from all others. The rules for each of the twenty sports are preceded by descriptions of its origin and development, and Mr. Tunis has found some amusing stories and situations to relate about a number of the games. Layouts for the courts are shown, and there are many attractive illustrations.

Games Outdoors

By Ray J. Marran. Thomas Y. Crowell Company, New York. $2.00.

THERE ARE GAMES of all kinds described here. Some need no more equipment than a bean bag; others require trapezes and dumbbells, which the author tells the children how to make themselves. One very practical section of the book tells how to construct an outdoor gymnasium. Throughout the book there are many drawings and diagrams to help clarify the directions.

Leathercraft as a Hobby

By Clifford Pyle. Harper and Brothers, New York. $1.75.

THIS BOOK has been prepared for classroom use and also for independent reference and guidance by workers and students who like to carry on leathercraft at home and who are looking for information on such matters as cutting, skiving, tooling, embossing, stamping, dyeing, lacing, braiding and weaving, and the care of real leather. The purpose of the book is to give simply and clearly the methods and formulae about which so many beginners make mistakes. It is the author's hope that the book will make it easy for anyone to master this ancient craft.

Forest Outings

Edited by Russell Lord. United States Department of Agriculture, Forest Service. Government Printing Office, Washington, D. C. Paper, $.75; buckram, $1.25.

TO THIS VOLUME thirty foresters have contributed descriptions of our national forests which take us all over the country and spread before us the natural wealth and beauty which still is ours. While the central theme is national forest recreation, the discussion sounds the note of basic and general conservation principles which must prevail in the use of all of the country's resources of the soil and its products, and brings out strikingly the value of the multiple-use plan of management prevailing in the national forests. This book is one recreation workers will want to have for their libraries.

Foldboat Holidays

Edited by J. Kissner. The Greystone Press, New York. $2.50.

A NEW CRAFT, the foldboat, has appeared on American streams in the last few years—a trim craft based on the canoe of the Eskimos but much improved by modern science. It possesses many advantages, particularly for the less affluent sportsman, over other boats of comparable size. It can be easily stored and dismantled, and it lends itself to a great variety of uses. Anyone can master its ordinary operation. In this book foldboaters tell you of their experiences in many places. Written in a popular style, the book is a delightful one, both for the traveler and for the stay-at-home who yearns for adventure but must take it vicariously.

Group Life.

By Mary K. Simkhovitch. Association Press, New York. $1.00.

In this informal book, delightfully written, Mrs. Simkhovitch brings to mind the various ways in which individuals work and play together in groups in the church, in the nation and the state, the neighborhood, the pressure group, the interracial groups, in consumers' cooperatives, in the labor movement, in committees of all kinds, in recreation clubs, on the playground, in the school, and in the family.

As one reads the book, one sees, too, how many phases of life the word "group" belongs in and how difficult it is to limit its use to any small section of education-recreation organizations.

Youth in Agricultural Villages.

By Bruce L. Melvin and Elna N. Smith. Division of Research, Works Progress Administration. United States Government Printing Office, Washington.

This is a report of a survey of youth conducted in forty-five villages located in average or better than average agricultural territory. The report is important for its findings regarding the place of village youth in rural communities and the extent to which they are able to make their social and economic adjustments within their home villages. It provides a sound basis for determining the types and scope of economic and social opportunities needed by agricultural village youth. Chapter VIII of the report deals with Social and Recreational Activities, and leads to the conclusion that particularly for out-of-school youth there is a dearth of outdoor sports. Reading is apparently the leisure-time interest most generally indulged in. The schools undoubtedly provide most of the facilities and the leadership in social and recreational life among youth. Outside the schools recreation of a passive nature predominates. Many youth when they drop out of school seem for the most part to cease their social and recreational activities.

A Forum in Action 1940.

By Ivah Deering. Obtainable from Mrs. Ivah Deering, 1118 Cypress Street, Cincinnati, Ohio. $.25.

Any community group considering the establishment of a forum will profit greatly if before starting its planning it becomes thoroughly familiar with the contents of the booklet, *A Forum in Action 1940*. A wealth of practical information on how to organize and conduct a forum has been packed into this 24-page booklet telling how the Woman's City Club of Cincinnati established a forum. It is an exceedingly practical document, this booklet, with the step-by-step procedures it presents, "for," says Mrs. Deering, Moderator and Program Chairman of the experiment, "a forum must come down to earth and have something to do with Main Street." It is this appreciation of the need for being practical and the willingness to profit by mistakes which makes this little manual on forum procedures so valuable.

Seat Weaving.

By L. Day Perry. The Manual Arts Press, Peoria, Illinois. $.90.

The Manual Arts Press announces the third edition of *Seat Weaving* in enlarged and revised form. The book contains definite instructions on caning and rush seating of chairs, how to use canewebbing, how to do reed and splint weaving, and how to prepare the raw materials. The processes are fully illustrated by line drawings and photographs, and new illustrations give increased clarity to the processes involved in this interesting craft.

This Way, Please.

By Eleanor Boykin. The Macmillan Company, New York. $1.40.

This book of manners has been written with a view to sparing boys and girls some embarrassing moments by giving them principles to apply that will make them sure of themselves. Its purpose is to encourage young people to get their share of pleasure from social life and to lay a foundation for making effective contacts in all kinds of surroundings. The social problems gathered are those which experience has shown to be of general interest everywhere. The book is concrete and practical in its suggestions. Delightful illustrations accompany it.

17 Nu-Slate Games and Puzzles.

By Izola Jensen. Obtainable from Miss Jensen at Oregon State College, Corvallis, Oregon. $.25 each. In dozen lots, $.20 each plus postage.

A novel book of seventeen games and puzzles with a cover resembling a slate and the puzzles inserted in an envelope inside the cover. To prepare the slate for use, film sheets are used and a stylus is provided.

Problems and Topics in Safety Instruction.

Prepared by the Safety Education Projects of the Research Division, National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. $.25.

This publication is designed to supplement the material contained in the 1940 Yearbook of the American Association of School Administrators. Its contents include a statement of objectives, a list of items of learning in safety education, activities for teaching safety education, methods of teaching safety, safety activities for teacher and principal, pupil safety organizations, and courses of study in safety education.

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Mobilize Now

RECREATION is a way of life. Freedom and liberty are of its very nature for us.

Mussolini, Hitler, and Stalin use recreation for their own purposes and use it largely, but in such recreation—without freedom—there would be for us not joy but bitterness.

Our joy of life—our strength—is in the way of liberty. A victory for Nazism in the end threatens a loss of recreation as we now know it.

Our music, our poetry, our drama, our art, even our sports, enter a changed era with such a victory—perhaps not immediately, but eventually.

It would be only a matter of time until the American regime and the Nazi European regime would clash. With the passing of the years the Europe then would be stronger than the Europe now. The plan of life of such a Europe entrenched would be hard to fight. The battle would be on more difficult terms.

The clash is between ways of life—even though the fire started from other causes.

The recreation movement has therefore the most profound, deepest interest in the present conflict.

It is not for the recreation movement to take stands upon political, religious, economic issues. But we cannot remain silent and inactive when all that we stand for, all that we care for, all that we are, is threatened by a head-on attack which would abolish liberty.

The recreation movement as a way of life challenges what Nazism stands for, is challenged by all that Nazism is.

It is not for the recreation movement to take up the question whether America should or should not enter the war, should or should not declare war. Are we not nearly all agreed, however, that the world issues at stake are so fundamental and so hostile to all that America is, to all that makes life in America beautiful, that the time has come to mobilize all our resources, to pull ourselves together, to go into all-out service training?

And in any such complete mobilization of the spirit, the recreation movement has a major part to play.

Our defense program—munitions, ship building, aircraft production, tank-building, training of man power, morale building—demands nearly the same concentration of effort as if we were actually at war.

There is no use starting for the boat unless you plan to arrive on time. There is no time to spare if we catch the boat.

There is no gain lifting the trunk at all unless you plan to lift it clear up to the station platform.

The fundamental issue in this world struggle is freedom—freedom of the spirit—liberty under democratic discipline as a way of life. What is central to the recreation movement in America is the central issue of the present world struggle.

We need complete spiritual mobilization now.

Howard Braucher

February

Photo by Ray Forsbe

The National Education-Recreation Council

By HOWARD BRAUCHER

THE NATIONAL Education-Recreation Council really came into being as a result of a request from a representative of the federal government. On April 8, 1932, I conferred with Fred Croxton, who was working in Washington under President Hoover on the problem of organization of unemployment relief. Several of the leaders at Washington were very much concerned about the large number of boys and girls out of employment and unable to find work who were above the school age, many of them under twenty-one years of age, who were traveling about through the southern cities. Sometimes as many as 150 such youngsters passed through a given community in a single day. In one state, special trucks were picking up the traveling youngsters and carrying them to the county line where the sheriff of the next county took them to the next county line. More and more girls, wearing overalls and men's clothing, were traveling with the boys. Mr. Croxton urged that something must be done in the communities to care for the extra time which the youngsters above school age had.

Program for Unemployed Youth

Mr. Croxton asked if I would take the leadership in somehow getting a program drafted as to what could be done for the free time of the unemployed youngsters beyond school age. He wanted a pronouncement which could be sent out through the federal government and which could also be sent through the national leisure-time organizations to their locals. Mr. Croxton agreed that it would be helpful if district field workers of the national leisure time societies could be enlisted to help. Mr. Croxton reported that the federal government was constantly being urged to endorse new movements for providing recreation for unemployed youth, but he thought it would be better if the problem could be worked out through the existing organizations.

Mr. Croxton was much pleased with the reports which I gave him about what was being done for the unemployed in New York, Philadelphia and other cities in giving leadership for recreation to the unemployed. Though Mr. Croxton particularly emphasized the necessity of making life in the home communities more attractive so that youth could be kept at home, yet he wanted it clearly understood that this was but a fraction of the program, that spare time programs ought to be worked out which would have value for all the unemployed as well as for those who were most likely to start traveling.

In response to Mr. Croxton's request, a group of representatives from the national leisure time agencies were called together and a statement worked out which was forwarded to Mr. Croxton. Over the long-distance telephone on April 26, 1932, Mr. Croxton expressed himself as very happy about this statement. At his request it was indicated that this material had been prepared at the request of the President's Organization of the Unemployment Relief.

Joint Field Service

Mr. Croxton put this question to the national leisure time organizations: What could these organizations do to free a limited number of field representatives who might work in different areas on this entire problem of making life more attractive and more meaningful for unemployed youth with particular reference to encouraging them to stay at home? Three of the national organizations freed workers to help on this problem.

Among the organizations sending representatives to these early conferences were:

American Library Association
Boys' Clubs of America
Federal Council of the Churches of Christ in America
Jewish Welfare Board
Knights of Columbus
National Board, Y.W.C.A.'s
National Council, Y.M.C.A.'s
National Recreation Association
National Federation of Settlements

A meeting of representatives of these organizations was held on April 21, 1932. The statement on a leisure time program for unemployed

"There is much which national leisure time organizations have in common, and it is a national asset to have a plan of self-coordination, of cooperation, of working together—rather than to leave to some outside group the working out of a degree of unity and understanding in this field. There is much thinking and planning which needs to be done for the entire field, and this is better done when all the individual agencies together face what is being done, what is neglected, what is still needed."

youth was approved. Later, after this statement had been slightly modified by Mr. Croxton, these organizations received copies which were mailed to their local affiliated groups. Local societies were urged to pool their experiences, their thinking, their resources, and were urged to unite in forming a local committee to work on the common problem.

The first memorandum reporting on the results of the field work which had been done by Dr. Worth M. Tippy, Eugene T. Lies, John W. Faust, A. R. Wellington and also a representative of the Jewish Welfare Board whose name is not recorded but who had visited cities in New York, New Jersey and Pennsylvania, bears the heading "Cooperative Committee on Recreation Activities for the Unemployed." At this meeting the following resolutions were adopted:

"That it is the sense of this meeting that a continuing committee be organized to be known as the EDUCATION-RECREATION COUNCIL to continue the cooperative service to localities which has been given in the name of the Cooperative Committee on Recreation Activities for the Unemployed and to which may be referred all problems and questions requiring cooperative planning and concerted action on the part of member agencies of the Council.

"That the officers of the Education-Recreation Council shall be Chairman and Vice-Chairman, each to serve for a period of six months.

"That R. K. Atkinson, Chairman of the Cooperative Committee on Recreation Activities for the Unemployed, be elected to serve as Chairman of the Education-Recreation Council for the six months' period ending March 31st."

It was also recorded:

"It was agreed that the National Education-Recreation Council be recognized as cooperating closely with the National Social Work Council but not as an integral part of it."

Civilian Conservation Corps

In the fall of 1933, E. C. Worman, then on the staff of the National Council of the Y.M.C.A., reported as Chairman of the Civilian Conservation Corps committee. This committee, however, represented the health field as well as the leisure time field, and reports were given at meetings of the National Social Work Council as well as at meetings of the National Education-Recreation Council, and funds contributed were placed with the National Social Work Council. However, it is interesting to record that the national leisure time organizations cooperated effectively under the leadership of E. C. Worman in working in behalf of recreation for the Civilian Conservation Corps camps. The request for help came largely from the local Civilian Conservation Corps camp leaders rather than from the Washington headquarters.

One Field Worker Represents All

It was agreed that a single representative of the National Education-Recreation Council, E. T. Lies, should go to Erie, Pennsylvania, to represent the Council as a whole and to report back to the entire Council on the leisure time program in that city. David Liggett, working under the Community Chests and Councils, was making a leisure time study in Erie and it was considered desirable that someone should go to Erie who should think of the total leisure time problem there from the point of view of the community as a whole rather than as representing any single agency. At a later time E. T. Lies studied the entire leisure time situation in Reading, Pennsylvania, for the Council as a whole. The Federal Council of the Churches of Christ in America made copies of this report and such copies were sent to each organization in the Council. E. T. Lies later made studies of other cities and reported on the entire leisure time program in a number of these cities. The four Oranges in New Jersey and Maplewood, New Jersey, were among the cities reported on.

Cooperation with National Youth Administration

At various meetings of the Council there was consideration of different federal government plans for youth. On September 25, 1935, there was a special meeting with Aubrey Williams of the National Youth Administration. Aubrey Williams met several times with the Council. One meeting was held with a representative of the Children's Bureau.

Other Tasks and Responsibilities

Through the years there has been notable progress in exchanging experience between the various organizations. Leading executives in the leisure time field have frankly reported the difficult problems they were facing and how they were attempting to meet these problems. There has been an attempt always to keep the most complete freedom in the expression of opinion on all kinds of questions relating to youth and to leisure time.

The Council has reviewed leisure time and recreation surveys, has given thought to the problem of training in the leisure time field, has discussed

the churches in relating to recreation, the use of volunteers.

The National Education-Recreation Council has given an opportunity for clearing common problems in the national leisure time field instead of attempting to organize a new group to consider each problem arising. This has eliminated the waste and annoyance of frequent meetings of representatives of the same organizations as members of different committees each concerned with only one specific problem.

Though the National Education-Recreation Council has been entirely separate and distinct from the National Social Work Council, yet from time to time reports have been given to the National Social Work Council so that there might be a full clearing of ideas between the various groups that work in the community field.

There has been great gain for leaders in the leisure time field to come to know each other well, to come to know the programs of the various cooperating societies and bureaus and departments. It has also been very much worth while to have opportunity to face the leisure time problem as a whole and to think in terms of what men, women and children need as well as in terms of what present national organizations are doing.

The National Education-Recreation Council has been unique in that it has never had any written constitution, there has never been any appeal for funds, there has never been a treasurer, and no funds have ever been received in behalf of the National Education-Recreation Council. The following persons have served as Chairman:

R. K. Atkinson—Boys' Clubs of America
Jay A. Urice—National Council, Y.M.C.A.'s
Lester Scott—Camp Fire Girls
Lillie M. Peck—National Federation of Settlements

The following persons have served as Vice-Chairman:

Lillie M. Peck—National Federation of Settlements
Ralph A. Beals—American Association for Adult Education
Arthur A. Schuck—Boy Scouts of America

The following persons have served as Secretary:

Arthur M. Williams—National Recreation Association
E. C. Worman—National Recreation Association

At the meeting of the National Education-Recreation Council held in Washington, D. C., on September 18, 1940, the chairman announced in the open session that the meetings of the Council are regularly held on the third Friday of each month at 12:30 and that all the federal bureaus and departments represented were free to send representatives. No active national recreation group actually doing work in localities applying for permission to send delegates has ever been turned away, so far as I know. The National Park Service for a time had designated delegates, also the 4-H. Several times a representative of the National Youth Administration and the Work Projects Administration was present.

MEMBER ORGANIZATIONS

National Education-Recreation Council

American Association for Adult Education, New York City

American Association of Museums, Washington, D. C.

American Country Life Association, New York City

American Federation of Arts, Washington, D. C.

American Library Association, Chicago, Illinois

Boy Scouts of America, New York City

Boys' Clubs of America, New York City

Camp Fire Girls, Inc., New York City

Federal Council of the Churches of Christ in America (Department of the Church and Social Service), New York City

Girl Scouts, Inc., New York City

Jewish Welfare Board, New York City

Knights of Columbus, Boy Life Bureau, New Haven, Connecticut

National Board of Y.W.C.A.'s, New York City

National Conference of Catholic Charities, Washington, D. C.

National Council of Y.M.C.A.'s, New York City

National Education Association, Washington, D. C.

National Federation of Settlements, New York City

National Recreation Association, New York City

National Social Work Council, New York City

4-H Clubs, Washington, D. C.

Building Cooperation in Education-Recreation

Federal agencies and national organizations meet in Washington to discuss their mutual interests

As THE PROGRAM of the National Education-Recreation Council developed, the question was frequently raised as to how the organizations sending delegates to the Council could best relate their work to the programs of the various federal bureaus interested in recreation. As it was recognized that it is difficult for the federal bureaus to be sending representatives to meetings held in New York City, the suggestion was made that occasional meetings might be held in Washington. Recreation leaders in various departments at Washington were seen, and fifteen federal agencies agreed to attend a meeting of the Council if it were held in Washington. Accordingly, September 18, 1940, was fixed as the date for a conference.

Brief statements about their work were gathered from the various national organizations and the federal government bureaus. These were mimeographed and circulated in advance among those who were to attend.

Each representative from a federal bureau spoke briefly at the meeting on the problems faced and the cooperation desired, and at the end of the conference Mrs. Franklin D. Roosevelt, who had stayed throughout the morning meeting, placed before the group the question of what we can do through recreation to increase the realization of what citizenship means in a democracy.

At this meeting there was very little time for discussion. Many of the representatives from the federal government expressed a desire for a later meeting where there would be more opportunity for such discussion. The chairman of the Council later sent out a letter asking whether there was still a desire that an additional conference should be held. The replies indicated that another meeting would be helpful, and plans are now being perfected for a second meeting of the National Education-Recreation Council to be held in Washington, D. C., within the next few weeks. Many suggestions as to subjects to be discussed at the conference already have been received.

The statements about the federal agencies and the national private recreation organizations are being put together in this issue of RECREATION, in order that there may be a fuller knowledge of what is being done in the national leisure-time field by both national government and private agencies and that a larger degree of understanding and cooperation may be made possible.

A Message of Welcome

By LILLIE M. PECK
Chairman
National Education-Recreation Council

FROM TIME TO TIME one or more representatives of government agencies have come to meetings of the National Education-Recreation Council in New York to tell of some aspect of their work; or representatives of the national agencies have gone to Washington to confer with some one department. Never before have we had the opportunity to sit down for frank discussion of the ways in which we can be most helpful to each other.

The National Education-Recreation Council is a very informal group which meets at luncheon once a month from September or October through May to discuss any subject which seems to cut across the interests of the members who are representatives of national agencies having to do with leisure-time interests and informal education.

In a sense we are connected, rather loosely to be sure, with a similar and larger organization, the National Social Work Council. This is a group of social work agencies which has met regularly for conference for twenty years. However, a number of the educational agencies belonging to the National Education-Recreation Council do not belong to the other group and there is no organic relationship. A small group such as the National Education-Recreation Council can bring about mutual understanding and respect, and this makes cooperation easy when something is to be done.

The Council has undertaken a number of joint projects in cooperation with the Mobilization for

(Continued on page 693)

Federal Agencies in Education-Recreation Field

It is, perhaps, not sufficiently known how widespread and varied are the activities of a number of federal agencies in the field of education-recreation. A bird's-eye view of some of these services will show the deep concern of the Federal Government that all citizens everywhere shall have the opportunity to enjoy richer, fuller living through the facilities and leadership provided.

United States Forest Service

By ERNEST WALKER
Chief Landscape Architect
Division of Recreation and Lands

ABOUT THIRTY forest officials and administrators were called into Washington three years ago last January, and they remained for about three months, some of them a little less and some of them a little more than that. At that time they took up the various phases of recreation — administration of recreation, maintenance of areas, and all that sort of thing. But you can realize how difficult it is to bring thirty people together and get their ideas in papers and through discussions, and then synchronize those ideas into something that is really interesting and valuable. Finally, the "Forest Outings" material was turned over to a special writer, Russell Lord, and the book came out in the summer. If you want to know something interesting about the recreation of national forests, I would suggest that you read that book.

To give you the policies of the Forest Service in recreation would be a long, drawn-out process, so I would just touch on some of the high spots. Naturally, you can realize that when you have 175,000,000 acres of land in forty-one states and the Territories of Alaska and Puerto Rico, the problem of administration is a very difficult one, even though only a small percentage of that is desirable for recreation planning and management.

The recreation resources of the national forests will be so managed as to provide for their fullest use consistent with suitable use of other national-forest resources under the multiple-use plan of management. By multiple-use plan of management we mean giving proper emphasis to all resources, such as timber, forage and watersheds; in short, good land use planning. This involves determination of the areas on which the recreational values are so important as to justify dominant or exclusive consideration; the areas where recreation and other uses are of approximately equal importance and may be enjoyed concurrently with relatively minor mutual concessions in management; and the areas where either recreational values are so small or other uses so important as to call for subordination of recreational use.

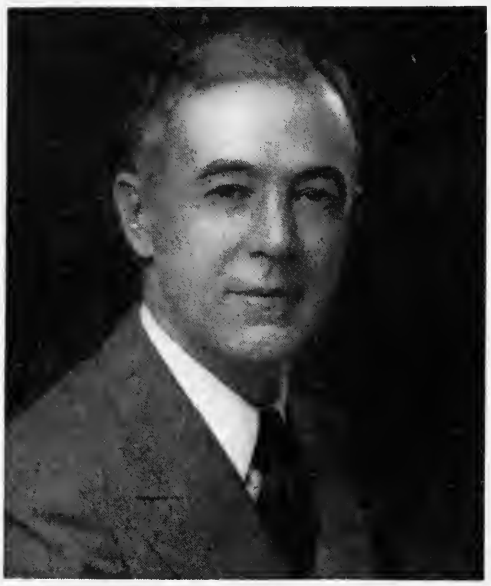
That, you might say, is the broad policy of multiple use. Areas of special value for recreation would be identified, protected, and suitably managed in order to bring about a balanced program providing for all forms of recreation appropriate in the forest. This will include, at one extreme, adequate provision for such concentrated use as on camp grounds, picnic grounds, organization camps, resort areas, and the like; and at the other, setting aside substantial areas where natural conditions will be retained, including wilderness, wild, and virgin areas.

The planning and development of the recreational resource and the necessary adjustments with other uses will be conducted in cooperation with all groups interested in recreation or other resources. So we naturally are very happy to contribute what we can to a meeting of this character. The organization of local and general associations of those interested in recreation to act in an ad-

In prefacing his statement Mr. Walker said that what he had to present would be broken down into three parts—the general activity represented, a statement of the policy governing the educational-recreational aspects of the U. S. Forest Service; and finally, information regarding "Forest Outings," recently off the press. "The Forest Service," said Mr. Walker, "recognizing the opportunities for recreation in various areas throughout the United States, wants to do everything possible to put these opportunities at the disposal of all the people."

visory capacity in national-forest recreation planning will be encouraged.

Priority in the expenditure of federal funds to care for visitors to the national forests will be given to those developments which can take care of the most visitors for a given unit of expenditure. Under this principle the following priority order will usually be recognized: Camp grounds and picnic grounds, organization camps, resorts. Preference will also be given to recreational developments which emphasize opportunities for participant rather than spectator enjoyment of forest-recreation activities.



ERNEST WALKER

A good illustration of that is what we are trying to do on our winter sports areas. Instead of developing numerous areas for experts and specialists and professionals — of course we are not leaving them out—we are endeavoring to concentrate on areas where the people of average ability have an opportunity to enjoy winter sports such as ski runs, toboggan slides, and so on.

Particular attention will be given to facilities for the use of those in the low-income groups who can enjoy forest recreation only if its cost is small. This means emphasis on both camping and picnicking facilities, and organization camps owned by the government and made available to those sponsoring vacations for low-income groups.

The Forest Service will develop or permit the development of such facilities as will aid in the enjoyment of those types of recreation appropriate for the forest environment. In our designing of recreation facilities, one of our objectives is that the facilities and construction fit into forest surroundings. It will exclude inappropriate developments, and especially those that tend to introduce urbanization into the forest. In all developments the aim will be to have them harmonize as much as possible with the natural environment.

The recreational developments on the national forests will be managed so as to complement rather than compete with those available on other public lands in the same locality. Similarly, duplications will be avoided of developments on private lands which care adequately for the public needs under conditions and rates comparable to those on the national forests.

I can give you a good illustration of this. There are nice boat trips out of Ketchikan, Alaska, and last year the Forest Service was arranging trips for the pleasure of travelers and tourists in Alaska. There is a private resort development, including a spring, that has been struggling along over a number of years, and has, it seems to me, done a very good job. The Forest Service has in the same general area springs which are really far superior. However, instead of going in and developing these where the need is not pressing, we feel that the logical and right thing to do is to let the existing resort owners go ahead with their private developments. In other words, in our recreational planning, programs, policies, and procedures, we try to synchronize these with other activities, national, state, private, and others, so that a balance of recreational uses is maintained. When we find an area that is being well provided by the state or any other agency, naturally we don't try to emphasize that out of line with recreational needs.

The recreational use of the national forests will be handled with the fewest possible restrictions on users consistent with the protection of the forest against destruction or damage, and observance of essential sanitary and safety measures, and the prevention of actions by individuals or groups which would unduly interfere with the enjoyment of others.

The National Park Service

By CONRAD L. WIRTH
Supervisor
Recreation and Land Planning

THE NATIONAL PARK SERVICE was established by Act of Congress approved August 25, 1916, to provide recreation for the American people through use of the national parks and monuments. During the twenty-three years of its existence the

Service, while fulfilling its original responsibility, has been given added duties and functions in the field of public recreation and informal education which place it now in a position of leadership in the movement for outdoor recreation in the United States.

"The broad, new concept of recreation has its basis in better understanding of the meaning of conservation. The most potent resource of the nation is the people themselves, and to this human wealth are dedicated all of the other resources of the country. Therefore, conservation of its human resources is the chief function of government, and one in which recreation plays as important a part as education, health, or any of the other social problems."

From the establishment of the Yellowstone as the first national park in 1872 until the National Park Service was created, the national parks and monuments had grown steadily in number but were administered under a disjointed method of operation which divided responsibility among several bureaus of the government. Induced by his friend, Secretary of the Interior, Franklin K. Lane, to take an official part in furthering the cause of national parks, the late Stephen T. Mather joined the Interior Department in 1915 and was largely responsible for development of the system and creation of the Service of which he became the first director. Transfer to the Interior Department of certain national monuments administered by the Departments of War and Agriculture finally resulted in consolidation of the entire system of areas under the one bureau.

Until recent years the unit constituting the national park system, with the exception of Acadia National Park in Maine, had been created out of the public domain of the western half of the country. However, in order to provide for a more equitable distribution of national areas, several national parks and a number of national monuments have been established in the East, usually as the result of donations of land by individuals, or state or local governments. An important development has been the introduction of new types of park units known as national recreational areas and national parkways, examples of which are Boulder Dam and Cape Hatteras National Recreational Areas, and the Blue Ridge Parkway. Under its emergency program, also carried on during this recent period—since 1933—the Service is likewise responsible for the administration, operation and maintenance of forty-three recreational demonstration areas with a total acreage of 341,655, which are located in densely populated sections of twenty-four states, usually where there is deficiency in outdoor recreation facilities.

CONRAD L. WIRTH

Eighty organized camps in these areas were in use this summer, operated on seasonal or intermediate permits by 86 camping agencies. An even larger number of groups are using these and other facilities on short-term permits during the fall, winter and spring. Camp grounds in national parks were used during the summer of 1939 by 519 separate organized groups, comprising a total of 22,358 persons.

Further consolidation of federal park activities under the National Park Service was effected by President Roosevelt's Executive Order of June 10, 1933, when a number of national monuments administered by other departments were transferred to National Park Service jurisdiction. These included national cemeteries and parks of the War Department situated within the continental United States and national monuments administered by the United States Forest Service.

Under the Historic Sites Act of August 21, 1935, the Service was given responsibility for coordinating historic conservation throughout the country. This Act declared as a national policy the preservation of historic American sites, buildings, objects and antiquities of national significance for the benefit and inspiration of the people, and empowered the Secretary of the Interior, through the National Park Service, to effectuate this policy.

There are now 162 acres, totaling approximately 21,550,780 acres, in the national park and monument

system, compared to 39 areas, totaling 6,346,392 acres, at the time the Service was organized in 1917. In carrying out its primary function of providing recreation, the National Park Service is charged with responsibility for the conservation, protection and administration of the areas under its care, in order that they may be available for the use of the people now and in the future. This involves protection of forests, water resources, plant and animal life and geological features against destruction or exploitation. It is also the duty of the Service to see that the high standards of selection originally laid down, and reflected in the types of existing national park and monument areas, are maintained with respect to new areas added to the system. Use of the national park system areas increased from an attendance of 487,368 in 1917 to 15,454,367 for the 1939 travel year. These park visitors participated in such activities as winter sports, camping, use of museums, guided nature trips, hiking, lectures, photography, painting and sketching, swimming, and (among the most popular) attendance at Easter services.

It has been largely through its emergency activities that the National Park Service has reached its present position of leadership in the national recreation movement. Growth of this movement in the United States has been marked most significantly by a broadening of concept, particularly in the last ten years. Leaders in this movement have come to realize that recreation involves much more than the mere maintenance of a physical plant. Moreover, they have recognized that the individual efforts of local communities and states cannot possibly achieve maximum results unless related to the program for the nation as a whole.

These facts were brought home with particular force when for the first time federal aid, made available through emergency funds in 1933, brought the central government and the states into a working partnership for park and recreation development. Because of its experience and the very nature of its function, the National Park Service was designated to give technical supervision to all Civilian Conservation Corps and certain emergency relief park projects, both on federal areas and areas of the states, counties and municipalities. So productive of good results was this arrangement that Congress, in 1936, authorized the Federal Government, through the National Park Service, and the states to cooperate with one another in planning for park, parkway and recreational area needs. Under this permanent legislation was launched the Park, Parkway and Recreational-Area Study, a cooperative venture with the ultimate purpose of working out a complete program for the recreational requirements of the American people. Under this program, facilities of the Federal Government, the states and their civil divisions are being correlated to serve national, state and local needs.

Encouraged by the federal assistance given them in their programs, the states have improved the administration of their programs either by the creation of new agencies or the expansion of existing ones, and have greatly increased their park holdings. Prior to 1933 state park acreage totaled 965,057 acres. By June 30, 1939, the total was approximately 1,918,863 acres, showing an increase of some 953,806 acres, or practically 100 per cent. Since 1933 there has been an increase of about 581 park areas in 45 states, and these now number some 1,400 areas.

By working in close cooperation with the states, the National Park Service is rendering an important service in an advisory capacity. The chief service it renders is that of coordination to promote uniform standards in the selection, planning, development and use of areas. This is accomplished by providing a central clearing house through which the states may pool their findings and ideas and receive the benefit of careful analysis leading to sound recommendations.

Cooperation of the National Park Service with state and local park administering agencies and interested organizations has taken practical form in such activities as conducting institutes for the training of recreation leaders, particularly for large natural areas. In order to improve the quality of and extend the recreational services of parks, a series of program demonstrations on areas near centers of population has been carried out in cooperation with state agencies. A municipal park study was conducted in collaboration with the National Recreation Association and a study of fees and charges was made with the concurrence of the American Institute of Park Executives. In the Parks, Parkway and Recreational Area Study, the Service is cooperating with forty-seven states, and thirty preliminary state reports have already been completed. Studies to assist the states in framing desirable park and recreation legislation are made by the Service, and the states are also helped by the systematic compiling and analyzing of contributed state park records.

The administrative organization of the National

Park Service itself has grown from small beginnings to a nation-wide system for the handling of a large and varied program. Originally a director, assistant director, chief clerk, draftsman, and messenger constituted the Washington office staff. Gradually the force has been enlarged to include technicians of various types both in Washington and in the field. As various phases of the program evolved, separate branches have been established to take charge of such programs as research and information, wildlife, plans and design, engineering, operations, legal matters, forestry, historic conservation, land planning, and finally, recreation and state cooperation. So widespread have the activities of the Service become, particularly since cooperation with the states began under the CCC and emergency relief programs, that an administrative system of four regions has been established. Each region is in the charge of a regional director, with offices situated in Richmond, Virginia; Omaha, Nebraska; Santa Fe, New Mexico; and San Francisco, California. The work of the Service has been largely decentralized in these regions for more efficient operation. There are now approximately 12,000 (not including CCC and relief workers) persons employed by the National Park Service, of whom 7,333, or considerably more than half, are in regular or civil service appointment.

U. S. Office of Education

Statement Authorized by

By J. F. ROGERS, M.D.
Consultant in Hygiene

THE OFFICE OF EDUCATION is engaged in the nation-wide promotion of education in all its phases. Since education cannot be separated from recreation, in this sense the Office of Education is promoting recreation, though there is not at present anyone on the staff specifically designated as a recreation specialist.

The close relation of education and recreation is easily shown. We learn to read and we study literature not merely to make a living but to be able to spend our leisure the more happily and, we hope, profitably; we learn to draw and paint, and we attend classes in art appreciation that we may more fully enjoy the pleasures of line and color and composition; we learn the mechanics of music and listen to recorded or radioed compositions not to make money but that our non-working hours may be passed more pleasantly. The sciences are not taught primarily for the purpose of training scientists but for giving us that larger appreciation of the phenomena of the world with which we are in constant contact in our leisure time, and we get from geography and from history not bread and butter but food for our hours of recreation at home or in travel. Physical activities of the school playground and gymnasium are practiced largely for present pleasure and also with a view to their spontaneous use in after school play. Summer camps furnish education in the open and chiefly they are a means or mode of supervised recreation, physical and mental.

"As we see it in the Office of Education, the results of education are more and more for purposes of living and not merely for making a living, and so far as our limited personnel permits, we are promoting education along those lines."

In all these phases of education, and others, the Office of Education attempts to emphasize the inherent recreational values.

As we see it in the Office of Education, the results of education are more and more for purposes of living and not merely for making a living, and so far as our limited personnel permits, we are promoting education along these lines.

Work Projects Administration

By G. OTT ROMNEY
Director, Recreation Section

WE ARE NOT simply trying to be polite or conventional when we say that this is an opportunity which we appreciate beyond words — the opportunity to expose and explain to you, the pioneers in the attack on the leisure time problem, the articulate representatives of the great forces which are daring to try to make democracy function by helping the citizenry regardless of race, creed, color or age to live full, well-rounded, gratifying lives, just what the Federal Government is about in including in its comprehensive employment program under the Work Projects Administration services in education and recreation—and, indeed, all community off-time interests.

Our chief difficulty has been encountered in making the citi-

zens of this nation know our purposes, motives and objectives. You who are gathered here are our understanding friends. You realize that we are offering a service in the attack on the leisure time problem and you have helped immeasurably in enabling this agency to function in dignified fashion in lending its efforts toward providing enrichment of the steadily increasing off time of the citizens of this nation while concomitantly aiding in putting other deserving citizens to work in useful pursuits.

There is no presumption on the part of the Federal Government that the provision of these opportunities for the pleasant and profitable use of leisure time which citizens in a true democracy have a right to expect, along with freedom of speech and worship and the other guarantees of the Bill of Rights, rests as a responsibility on the Federal Government. Rather, we look on this problem which seriously confronts us as a whole, united people — as a community — a local responsibility in the same category with schools, safety and health.

G. OTT ROMNEY

It is simple logic, however, that, with hordes of people qualified to render or potentially capable of rendering a great service in aiding in a solution of the leisure time problem needing employment, with communities financially unprepared to utilize their services and unaware of the dire necessity of such service, the Federal Government should grasp this opportunity to employ these people to render this obviously needed service and to awaken the consciousness of communities to a realization that provision for the leisure time growth of the citizens is a local obligation.

Almost forty thousand recreation leaders are being employed in the WPA Recreation Program. More than thirty thousand teachers are finding a new opportunity to serve in the WPA Adult-Education program. The skills and talents of these people are being conserved and developed, their self-respect is being salvaged, their usefulness invested in a great service to all the people of the nation.

And the objectives of the programs are being achieved. Please understand that these programs offer only a complementary and supplementary service. Wherever a local system exists and desires to extend its service to the whole public free of charge, either to new groups or in new areas, activities or directions, the WPA within its limits of funds, personnel possibilities and policies, is pleased to collaborate. In adult education it is obvious that the tie-up with existing systems is general. In recreation, which is in its infancy in making its case as a community responsibility, it happens that the WPA program in eighty-five per cent of its cases is serving communities which have hitherto made no provision for recreation service. Even in these instances, some public, tax-supported body sponsors the service and a local lay advisory council expresses the needs of the consumers and points the direction of the program.

It is heartening to discover that since WPA offered a service in recreation four and a half years ago, approximately 750 communities have assumed a legal responsibility for recreation service to their people by adopting proper ordinances, establishing official boards and employing at least the top supervisor. More than 5,000 certified recreation workers have left WPA employment to assume jobs in professional recreation or allied pursuits. The number of teachers who have found employment outside of WPA through their opportunity to serve in this great employment program is convincing.

With the U. S. Office of Education and the National Education Association telling us that the nation could well use twice as many school teachers as are presently employed, and with you who know the recreation field so intimately advising that we have not yet scratched the surface in rendering this essential aid in solving the leisure time problem, it is irrefutable that the discovery, training and seasoning of recreation leaders and teachers resultant from the WPA program is providing a great national asset.

The rendering of several million illiterates literate by the education program would alone justify that service even though it is but a small segment of the total program and, in fact, practically a prerequisite course. And the rescuing of millions of recreational illiterates, to borrow a well-coined phrase from Dr. Harold Meyer of the University of North Carolina, is a feat to vindicate any program.

In this critical hour in our national existence when democracy is menaced by a diametrically opposed and conscienceless enemy, all of us concerned with writing the insurance policy of the morale of the citizenry become increasingly important people. It would be folly to try on this occasion to tip-toe engagingly around the issue. These are critical times. The WPA community and welfare services are taking strict inventory to discover how they may aid in the national defense program. And we are convinced that our services must be strengthened for and extended to the people behind the lines, the run-of-the-mill citizenry, as well as to the armed forces. But, obviously and acutely, the need for service at the points of military and industrial defense concentration cries out.

The Work Projects Administration, servant of all the people regardless of age, race, creed or economic status, is girding its loins to join all of you, to collaborate with you, to serve side-by-side with you to the fullest of its ability in making democracy function and in defending democracy against assault from any direction.

You have made us confident that we have a highly worth-while service to render to the people of our country—a service which is greatly needed.

In this vital work our objective is to conserve the skills and utilize the services of some of your fellow citizens by joining you in the head-on attack on the leisure-time problem which we boldly categorize as among the four or five major concerns of this great democracy.

National Youth Administration

By AUBREY WILLIAMS
Administrator

PROVIDING AN OUTLET for the energies of young people, especially those who in the past have lacked opportunities for education, work experience and recreation, is an underlying objective of the entire program of the National Youth Administration. This basic objective is pursued through the prosecution of two major phases of the Youth Administration, the Student Work Program and the Out-of-School Work Program.

More than 500,000 young people have, during the past year, been enabled to continue their education in schools, colleges and universities of the nation through part-time jobs provided under the Student Work Program. While the primary purpose of this program is to enable youth to attend educational institutions, the jobs themselves are educationally valuable and socially useful. As far as possible, the work is related to the academic or vocational interest of the student, and thousands receive practical work experience in the field in which they later expect to earn a livelihood. Student Work projects at educational institutions have included construction of tennis courts, baseball diamonds and playground equipment, as well as supervised school and community play activities.

In the operation of its projects for Out-of-School youth, which employ 270,000, the Youth Administration has rendered three important services in the fields of education and recreation. First, it has conducted community-wide recreation programs; second, it has provided organized recreation activities for youth employed on NYA Out-of-School Work projects; and third, it has constructed an extensive variety of education-recreation facilities for public use.

The lives of children and adults alike have been enriched through community recreation programs oper-

AUBREY WILLIAMS

ated under the leadership of NYA workers. As a result of this activity, including supervised play, operation of nursery schools, instruction in arts and crafts, as well as athletic contests, many local communities have established a permanent organization for long-term recreation programs.

On NYA resident centers and on a large number of local projects for out-of-school youth, well-rounded recreation programs have been organized with the result that many of the rural youth employed on these projects now are participating for their first time in organized recreation.

JAMES J. McENTEE
Director, Civilian Conservation Corps

Recreation facilities constructed by Youth Administration workers during the fiscal year ending June 30, 1940, included 1,253 playgrounds and athletic fields, 41 swimming pools, 70 wading pools, 682 tennis courts, 139 basketball courts, 21 golf courses, 43 handball courts, 597 horseshoe and quoit courts, 3,617 outdoor fireplaces and council rings, 330 stadiums and bleachers, 209 community buildings. Repairs and improvements were made on thousands of additional community recreation facilities.

The Health Program of the NYA

One of the major contributions which the National Youth Administration may make in the present emergency is to promote the highest standards of health and physical fitness of persons employed under the NYA Out-of-School Work Program through full utilization of available resources of the National Youth Administration and the local communities. Efforts toward accomplishing this purpose are being directed along three channels.

A. A physical appraisal, by means of a technically competent health examination, of every youth assigned to the NYA Out-of-School Work Program.
B. Correction of health defects through maximum utilization of community resources, through the use of supplementary medical and dental services provided where possible by the National Youth Administration, and through developing in youth an interest in improving their health by their own personal efforts.
C. Improved technical advice and assistance with respect to all NYA efforts having a direct and immediate bearing on the health of youth workers, such as, nutrition, sanitation, physical development and recreation.

In developing this program, the National Youth Administration expects that available health and recreation facilities, both public and private, will be utilized to the fullest possible extent. Each state health program is under the direction of a State Health Consultant, a physician, and a State Health Supervisor, a non-medical person with administrative experience in some field of health. In several states recreation and physical education supervisors are employed to organize active sport and exercise programs for youth on resident center and local work projects. Recognition has been given to the importance of recreation and physical development activities in the NYA health program.

Civilian Conservation Corps

By HENRY L. CARAVATI
Assistant Director

FOR MORE THAN seven years — ever since the CCC was established in April 1933—the Corps has been engaged in furthering the development of recreation areas in our states for the use, enjoyment, and benefit of all our citizens. Civilian Conservation Corps enrollees have developed for public use both new and existing recreation areas in our national and state forests, and in national parks and monuments, state, county and metropolitan parks and recreation areas.

Through the work of the CCC boys, recreation facilities have been provided for millions of people. These facilities have assisted in improving

and maintaining public health and morale as well as providing recreation. Thousands of people in need of outdoor recreation have been able to use play areas which, were it not for the CCC, probably would never have been developed, at least not for many years.

The Corps has built roads, picnic grounds and camp grounds, overnight cabins, horse and foot trails and bridges, swimming, hiking and camping facilities, safe water and sanitation systems, telephone lines, parking areas, dams to impound water for swimming and boating, and fences and guard rails. Some camps have been assigned to restore historic sites, such as Gettysburg battlefield and colonial areas of Virginia.

Since the CCC began in 1933, 198 camps have worked in 94 national park and monument areas, and 697 camps in 881 state, county and metropolitan areas. In supervising this CCC work, the National Park Service has cooperated with 47 states, 35 counties, and 73 municipalities. There is no doubt that the program has given great impetus to the state park movement throughout the country, and that it has been largely responsible for the increase in state park acreage by almost one hundred per cent since 1933. Seven states—Virginia, West Virginia, South Carolina, Mississippi, New Mexico, Nevada and Montana—had no state parks prior to 1933. They were encouraged to start on a state park program because CCC assistance was available.

It would be conservative to estimate that 100,000,000 persons visit the various public recreation areas each year. The number of visitors is increasing steadily as the areas are developed through the CCC. Many areas report a one hundred per cent increase in the number of visitors largely due to the considerable expansion of park facilities carried out by the CCC. It aids in the admirable goal of adequate recreation facilities in each state for all the people. It provides for the protection and conservation of forest, water and other important natural resources present in these areas. It gives jobs to the CCC enrollees engaged on these projects—jobs which materially help not only these boys but their families, who receive financial benefits from the allotments sent home to them from the boys' wages. These jobs are not an end in themselves but a means to another end—that goal of all CCC boys—a job when he leaves the Corps. Through the work projects extensive opportunities are furnished for training CCC men not only in the habits of work and orderly living but in basic skills in many different trades and types of work.

Enrollee training is one of the primary objectives of the Corps,whether the boy be engaged on park conservation and recreation projects, reforestation, wildlife refuge development, range rehabilitation, soil conservation or other projects. The goal is to make each boy employable. This means, in a large number of instances, starting from the ground up, for about half of the boys enrolled never had a steady job at regular wages before entering the Corps.

The opportunities for training in the CCC are extensive and varied, for the time is not limited to a few hours a day as it is in a school or college. A boy enrolls for six months, and during that time he is under the supervision of the camp administrative or technical personnel. His entire camp experience is educational. He receives training while at work on the job and he has an opportunity for class room study in the evenings planned to enlarge and supplement his training on the job. Aside from this job and vocational training, there is ample opportunity for academic education also. We have taught some 85,000 illiterates to read and write and many boys have received eighth grade and high school diplomas while in camp because of studies completed there.

Of inestimable importance to the boy are many other things he learns in camp. He learns to adapt himself to group life and live successfully with others his own age; he is taught first aid, safety and hygiene; he has the benefit of a good camp library stocked with magazines and books of history, reference, biography and fiction; he has medical and dental care, good food, and the leadership of men he can look up to and admire. The boys' own recreation is not neglected and almost every camp has its baseball team, its boxing enthusiasts, football teams, and other forms of sports.

We feel that when a boy leaves camp he is better fitted to make his way in the world, has a keener sense of his responsibilities, and that he is a better citizen. We also feel that while in camp he has made a distinct contribution to his country through the work he has done in building up and safeguarding the nation's natural resources of timber, soil and water.

National Resources Planning Board

By CHARLES W. ELIOT
Director

IT HAS BEEN suggested that since the agency I am representing today is not an action agency, my statement may appropriately be somewhat different from those that you heard this morning. As your chairman has just said, I am the Director of the National Resources Planning Board, which is one of the five arms of the President's executive office under the reorganization plan which was approved a little over a year and a half ago. The Board is composed of three members from widely separated parts of the country. They meet about every two or three weeks for two or three day sessions.

The Board takes up problems which are referred to it specifically by the President, or which are mandated to it for consideration by an Act of Congress passed during the Hoover Administration, called the Federal Employment Stabilization Act.

The Board is organized with a director, three assistant directors, and a number of special technical committees. We invented a new form of interdepartmental committee some years ago and have carried it on with slight variations for the whole of the seven year period during which the Board has been at work. Our committees customarily include some technicians from each of the federal agencies particularly concerned in any one project, and some outside consultants or experts from college, professional or other fields. We find that this outside leaven, or outside influence, is a very important factor in making these committees function. We also find that it is very important to have the men from the different federal agencies not representatives of their agencies but serving as individuals and free to take positions as individuals.

Those committees, and the consulting panel which we have also developed, are responsible in most cases for the preparation of the reports and documents which some of you probably have seen during the last few years.

"If we are going to maintain our morale; if we are going to have something here worth defending, we have got to solve this problem of how to make our leisure time productive, effective, constructive, and not have it simply an invitation to defeatism and the running downhill of our moral machine."

The Board is a policy-making agency, a research agency for the President and for the Congress. Its job is not to do new research or analytical research in the ordinary sense in which such words are used in universities and in learned institutions throughout the country, but a new kind of research which for simplicity I call "synthetic research." It is putting together what is already known as a basis of policy, in contrast to trying to find out "more and more about less and less," as the old Ph.D. thesis was described. We do not pretend to find out new things. We try to put together what is already known for the use of the people, and the President and the Congress.

We have a mandate from Congress as to some of the fields in which this process of making policy, of putting together suggestions, is compulsory. One of the things which the Congress has asked us to do is to prepare and collect from all federal agencies capital budgets or six year programs of physical improvements. We are hard at work in preparing that six year program of public works in collaboration with the Bureau of the Budget, which is one of the other five parts of the President's office.

A second major undertaking imposed on the Board by law are studies of trends of business and unemployment, and the forecasting of periods of unemployment, size of the unemployment problem, and ways in which employment may be stabilized. This is obviously an enormous task in which no one agency could possibly put together all the material known or draw appropriate conclusions from all the material. It is, therefore, necessary to split it up and to attack particular angles of the problem at different stages with whatever funds and help the Board can secure. We have made a number of studies along those lines, some of them perhaps you have seen. One of the more recent ones is the statement on "The Structure of American Economy" which Dr. Gardiner C. Means and his staff prepared for us. Two others, which Dr. Hildegard Kneeland prepared for the Board under the titles, "Consumer Incomes" and "Consumer Expenditures," are revealing documents as to the nature of the problem without any attempt to draw conclusions as to what should be done.

The other activities of the Board are implied in the name, *Resources* Planning Board. We have tried again to attack emerg-

ing problems in some order of their importance. The job of the Board is first, to try to foresee which problems are likely to become critical within, say, the next six months or a year, or which already are in a critical state and on which action must be taken; and second, to get proper investigations and studies going in those fields in time to be useful at the critical stage.

We have a number of reports in process now. One of those is on the relief problem — "Long Range Work and Relief Policy," and is under the hand of Dr. William Haber and a committee of which he is chairman, including Miss Katharine Lenroot and a number of other people both from the government and from outside the government.

Another major study on which we are engaged is one on the transportation facilities and rate structure of the country. Still others are the six year program which I just referred to, and further studies on stabilization.

In the past we have concentrated on land, water, energy, physical resources. We made one excursion into the human resources field with the big report on population changes which we feel is a useful contribution, and apparently it has been so regarded by a great many universities and colleges who have put it in as textbook and research material in courses.

We are now engaged in a new enterprise in the human resource field which I hope will be productive, and I think it is rather unusually interesting. It is called the "Roster of Scientific and Scholarly Personnel." It is being undertaken under Dr. Leonard Carmichael, the President of Tufts College with the collaboration of the Civil Service Commission. It is an attempt to have in a single register or roster a record of the scientists and scholars of the country, for two purposes: first, so that they can be reached in their specialized fields for service in case they are needed for defense; and second, to protect fundamental research and teaching and prevent undue interference, or unnecessary calling of such people away from their essential tasks. In other words, it is a record of our special skills in the scholarly and scientific fields. Perhaps the same procedure, if this works, can be extended to other fields.

This doesn't have much to do with what you have under consideration today. The Board and those working with the Board are very much concerned with the problems before you. The Board has not been able to make the contribution it would like to make in this field of education and recreation. Some day we hope we may have the opportunity and the chance to help in pulling together the material for a major statement of policy in the field of recreation. That time apparently hasn't arrived yet. Maybe it will come soon, maybe sometime hence. I think it partly depends on you. If such a statement is needed, I am sure the Board will be responsive to requests for it, or for statements as to the need for it.

For myself, I see in this problem which you have before you a very real need for statements of policy in a number of directions. I am concerned on one side of the field with the lack of definition as to what the problems and the area which you are trying to cover. I didn't hear much of the discussion this morning, but from previous acquaintance with many of you here, I know that your definitions of recreation vary very much. What do you mean by the terms active and passive recreation, use of leisure time, education? Where one begins and another leaves off is certainly vague in my mind from discussion with many of you. I think something needs to be done in that field.

I feel that Mrs. Roosevelt's comment this morning raises a similar question as to what is meant by citizenship—what she meant by citizenship. I have a very deep concern from traveling over the country this summer as to what the American people mean by citizenship, what their understanding is of what we are trying to defend. I think a lot needs to be done through recreation and through education and through some guidance in the use of leisure time in making people find out what it is they are defending and do some hard thinking on the subject.

Those are just the "off-the-bat" comments from hearing a little of the discussion this morning and from a long and very keen interest in this problem which I feel is one of the central problems in the survival of democracy.

The Extension Service U. S. Department of Agriculture

By CHARLES E. POTTER
Extension Service

ONE OF THE OBJECTIVES of the cooperative extension work in the United States is to develop wholesome recreation by assisting rural

people in meeting their social, cultural and civic problems. Extension Service programs are carried on through the cooperation of the United States Department of Agriculture, the various state agricultural colleges, county appropriating bodies and rural people. The 6,700 county extension agents located in practically all of the agricultural counties of the United States have as their clientele the people located on 6,816,000 farms. The type of extension program developed in the rural communities depends upon the needs and interests of the rural people.

In the Extension Service of the Department of Agriculture there is one specialist in rural recreation. This specialist counsels with the staffs of the Extension Service of the agricultural colleges in the development of recreation programs and assists in forwarding such programs as may be determined. Extension recreation specialists or rural sociologists who devote some of their time to recreation are employed in twenty-three states. In every State Extension Service there is someone on the staff who is especially interested in some phase of recreation. Many of them have full time responsibilities in addition to their contribution in the recreation field. These people help the county extension agents in planning and carrying out various parts of the recreation program. They also prepare circulars and bulletins for use of volunteer leaders.

M. L. WILSON
Director, Extension Service

In one of the early announcements of this meeting there was a statement that said: "Many — believe that the 'underlapping' in recreation far exceeds any overlapping." This is particularly true in the rural field. Very little professional recreation leadership is available to rural groups. The general report of the White House Conference pointed out that children living in rural areas form one of the "neglected groups" in recreation. This report pointed out that while "the natural surroundings of the countryside enrich the life of the rural child," yet guided recreation is seldom available to him. The rural church, once an important social center, does not play as important a part in many rural communities as it formerly did because of the ease with which rural people get to a town church. Consolidated schools have many advantages. However, consolidation presents some problems in recreation due to the fact that the children who live at a distance from school spend the time riding on a bus that might otherwise be put on extracurricular interests. Their parents are in some cases deprived of the community facilities which were frequently important in community recreation programs. The nearness of urban commercial amusements often raises a problem of standards in rural areas. The Extension Service uses a variety of approaches to recreational interests through the 4-H clubs, home demonstration clubs, community meetings, 4-H club and farm women's camps and other special types of program. Indigenous dances, sports and festivals have been revived in many places. A revival of interest in native handicrafts has been brought about. Increased interest in a new type of rural literature has been stimulated. Home and community play centers have been established. Community and county-wide dramatic events have been sponsored. Nature study groups and conservation activities among 4-H club members have opened the eyes of many young people to their natural surroundings. Neighborhood celebrations, choruses, orchestras and bands have sprung up throughout the land. Rural art exhibits and hobby shows have uncovered real talent and special interests. Trips and tours to see and do a great variety of things appear in many recreational programs.

Money for recreation activities in many rural areas is limited. There is, therefore, a demand for self-directed community-supported activities once their value has been demonstrated. The demand from rural people for help in getting recreation programs under way and for guidance in keeping them going has been greater than the ability of the Extension Service to meet them.

The use of volunteer leaders has solved this problem to some extent. The training of these leaders has been a major part of the state recreation specialist plan. Recreation leaders have been produced from rural young people as well as the adults. The recreation field is often the one in which an older youth is introduced to the responsibilities and satisfaction of directing a group. The success of a volunteer leader depends largely on the inspiration and knowledge supplied at a training school. The Extension Service has devoted a great deal of thought to the development of a technique that will produce good results. Very satisfactory one to four day institutes or training schools in music, drama, social recreation and camping with effective follow up plans have been worked out.

"In many rural areas it is still necessary to help men and women recognize their need for recreation as a part of their way of living. In some rural communities the people are slow to accept as desirable the use of their time in enjoyable, and what seems to them, non-economic ways. The Extension Service starts its work in the local community and urges the people living there to determine their recreational problems, and assists them in working out ways of improving their opportunities for satisfying uses of their leisure time."

It is impossible for one recreation specialist in the Federal Extension Service to meet the demands from all of the states. Consequently, the services of other recreation agencies interested in the rural field have been sought. The National Recreation Association has been especially generous in helping the Extension Service develop a recreation program. Indeed, this agency has been responsible for starting the recreation program in Extension in many states. The WPA, NYA, and other agencies have also cooperated locally.

Training schools or institutes arranged for by the Extension Service are seldom limited to extension personnel. Church, school, clubs, civic organizations and farm groups have sent leaders for training. Often, in return, leaders developed by the Extension Service have been invited to attend recreation courses offered by other organizations. The exchange of experience, material and methods has increased the value and interest.

Besides opportunities for training, the Extension Service has found that frequent demand for the use of his skill serves to keep a volunteer leader interested. Some of the county extension agents have organized "flying squadrons" of older boys and girls or adults who are ready, often on short notice, to lead games or songs at a community meeting, manage the sports program at a farmers' picnic or help a group prepare for a play. The Extension Service aims to make use of the volunteer leaders once they have been trained.

Because of the limited recreation staff, the Extension Service solicits and welcomes the cooperation of all agencies having contributions adaptable to the rural field. Invitations to leader training institutes for either paid or volunteer workers and opportunities to participate in demonstrations of method in music, drama, choral speaking, camping, handicraft and other recreation activities will be appreciated. The Extension Service hopes that it may have opportunity to share its experiences with others in the recreation field.

The Extension Service has, as already indicated, received much cooperation from many groups in forwarding the recreation program in rural areas. Leaders of recreation activities in many of the towns have been helpful. For example, a former music teacher comes from Cedar Rapids, Iowa, to work each week with a 4-H club girls' chorus. A town Little Theater Group has volunteered its service to a home demonstration club, and the two groups exchange plays. Scout executives have made great contributions to many 4-H club camps. The facilities of such organizations as Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, Camp Fire Girls and others have shared with the Extension Service their dormitories, conference rooms and camp and picnic areas. The excellent materials on recreation that have been prepared by WPA, NYA, Girl Scouts, Y.W.C.A. and other agencies have been helpful to the Extension Service. More of this type of material is needed.

Such activities as we have briefly indicated "have reached significant proportions." This development of rural cultural arts gives us "faith in the creative and vigorous possibilities of democracy."

U. S. Housing Authority

By NATHAN STRAUS
Administrator

PUBLIC HOUSING has come far in a few years. In 1938 hopes were translated into blueprints; in 1939 blueprints were translated into buildings of wood, brick, stone and mortar. In 1940 buildings are being translated into homes. That is the

story, in a nutshell, of the United States Housing Authority program—a story of the progress of public housing and slum clearance from a dream to a great national achievement.

The aid, assistance and guidance of agencies of all kinds working in the field of education and of recreation are needed to hasten the transformation of groups of buildings into communities of citizens.

NATHAN STRAUS

But don't expect too much from housing. Our job, according to law, is to provide shelter. We know that to do this job we must take into consideration other human needs—especially recreation and education. But we cannot pay for much more than shelter. The provision of social facilities and social services must be primarily your responsibility.

A new housing project provides the opportunity for better planning, better design, for rebuilding a neighborhood. You can use the project as a stimulus and focus for accomplishing things you have long wished for. But you recreation and education people, through your national agencies and local affiliates, must provide the services and facilities for housing projects as you have always done for other sections of the community and of the city.

Local housing authorities cannot undertake the primary provision of recreation and education facilities for the tenants. To do so would raise the rent and defeat the purpose of having rents low enough to meet the needs of families from the slums. Moreover, local housing authorities are not equipped technically nor empowered legally to assume these responsibilities.

Public housing can provide a setting for improvement of recreation and health standards. But it should not attempt to duplicate functions which are properly those of the Board of Education and the local recreation agencies.

We attempt in all housing projects to provide small outdoor play areas with wading or spray pools for children of preschool age. There is also, wherever possible, recreation room or space for a library or a minimum of indoor space for meetings. Frequently there is a small kitchen. But that is about all. Responsible local agencies must provide parks, playgrounds, community centers, schools, health clinics, libraries—as they always have done.

Housing is anxious to cooperate actively with educational and recreational agencies. In the last few years we have accomplished much together. This meeting should stimulate further cooperative planning. Our goal, and your goal, is expanding social services to meet the needs of all citizens. Let us work together to achieve it.

Farm Security Administration Resettlement Division

By MOLLY FLYNN
Education Unit

THE FARM SECURITY ADMINISTRATION is a part of the Department of Agriculture, and what has been said about the Extension Service and its activities applies to much of the Farm Security work. This is particularly true in regard to our rehabilitation families and our tenant purchase families. In Farm Security last year the program touched 589,000 rural families, many of those in the rural rehabilitation and tenant purchase division.

In addition to the staff mentioned in Extension Service, there are in the counties in which Farm Security has a rehabilitation program at least two people, a farm supervisor and a home supervisor, who work closely with the Extension Service and the other agencies in the county to see that recreation programs are available to the families. In addition to these in the Farm Security Administration the Resettlement Division administers the resettlement community projects, the Greenbelt towns, and the camps for migratory agricultural workers. Everyone here recognizes the importance of social activities and recreation in any program that concerns rural families, especially

families of low income situated in areas where facilities and resources are almost non-existent.

In the rural rehabilitation and tenant purchase programs, Farm Security personnel have worked closely with these agencies and with the Office of Education to include those families in all the planning and activities that have been provided—the Home Demonstration Clubs, the 4-H Clubs, the Future Farmers of America, the leadership institutes and the training conferences that are held, and Farm Security personnel have consistently participated in the advancement of rural social planning on a county basis.

In other phases of the program one needs only to look at the plan of our Greenbelt towns and rural resettlement communities, that is the townsite plan, to realize that Farm Security has made a real contribution to the whole field of recreation in that every one of these communities in the original layout reserved adequate park and playground space and provided community facilities for adult and child groups. The town plans of the Greenbelt communities, with school-community centers, have attracted nation-wide attention. What is perhaps not so well known is that in our rural resettlement communities, of which there are about 161 in the country, Farm Security has built sixty-eight school-community buildings that are outstanding in rural social planning. This is exclusive of the buildings that are in the migratory camps throughout Arizona, Idaho, California, Texas, Florida, Oregon and Washington. These school-community buildings are designed to meet everyday needs and provide a place for business, social, education and recreation activity.

Because our money was limited, these buildings had to be planned and constructed at a minimum cost, and sometimes I think it was a good thing we had less money because the Farm Security planners really had to put their minds on constructing buildings for multiple use that did not cost as much as they might have cost if we had limitless money to spend.

C. B. BALDWIN
Administrator, Farm Security Administration

As to their use, there is no question. Those of you who have visited any of our communities know how much the school-community buildings are used. In those cases where there are school facilities, the buildings have been leased or deeded to the local school officials with a clause in the lease or deed that the buildings are to be available for recreation purposes, for adult activities. Thus it is assured that the buildings will still be available for recreation and for community uses in the event of any reactionary group a few years from now.

Since the personnel in our counties on community projects is very limited, the Farm Security has in all phases of the program placed emphasis on the development of local leadership and the use of existing agencies. In the migratory labor camps the use of existing agencies is very well demonstrated. We could not possibly have put on a recreation program such as is vitally necessary in the camps without the WPA personnel and NYA assistance, because Farm Security has not and cannot provide that kind of personnel. In the community projects, since the development of local leadership is so very necessary, it is one thing to have facilities, it is another thing to use them. We have, through all our community projects, urged and developed and guided and struggled to have the community group do its own planning, plan and manage its own activities. You must realize in thinking of this that many of our families have never before participated in any community activity whatsoever, and to see in some of our Negro projects in the Far South the group that calls itself a Community Council, or a Homesteaders Association, struggling with the problems of the community and really taking a part in them is something that is a real contribution to rural planning.

Yesterday I was in one of our southern projects where a group of five young people were leaving late yesterday afternoon to go to another rural area to conduct the games and dances at a church meeting. They were

the recreation committee for that community. Four years ago, in that community, one of our personnel started a baseball team and the boys were read out of church because they were playing baseball. Now they are going to church gatherings to teach games and dances.

Much that we have accomplished in recreation would not have been possible without the services of all these agencies represented here and the services of WPA and NYA personnel. The problem is how to get to personnel and families in rural areas a knowledge of what services and materials are available and how the programs of private agencies may be adapted to fit the particular situation in a resettlement community or a rural rehabilitation county. It is our desire to be familiar with your programs and know how they may be made available to individual workers in a far-isolated community or in a rural county.

Future Farmers of America

By W. A. Ross
National Executive Secretary

LIFE FOR MOST OF US is a combination of work and recreation. This is true in times of stress as well as in normal times. The proportion depends upon the individual and circumstances. Efficient people are able to plan their work so that they have educational, recreational, and leisure time and can use that time wisely. The increased tempo and strain of present-day living makes a certain amount of wholesome diversion an absolute necessity to the health and well-being of both young and old. To get the most out of life, spare time, leisure time, or educational-recreational time, requires planning just as much as does work time.

If we are alert, thinking people, we find a great variety of diversion along the highway of life we all travel. Some of it is inviting; some valuable; some of it is a waste of time; and some of it definitely detrimental. The careless, unthinking person blunders along in his recreational life without plan or purpose. The longer we travel the better we should be able to discriminate, if experience counts for anything. Mature people, therefore, representing such organizations as are here today, have much to offer in helping youth, especially farm youth interested in making the most of their recreational opportunities.

As a rule, people want to be up and doing. It is only natural to seek diversion and amusement—to seek a change when work permits us to do so. But what a difference there is in how folks go about it to have a good time! Some really know how but many have never learned the secret. Some start out and hunt for their diversion. Thousands accept what may be at hand. Still others provide much of their own entertainment and amusement, and for the most part these people are the happiest. They also contribute the most to the communities in which they live.

It is unnecessary for me to call attention to the need for assistance along recreational lines in agricultural areas. The problem is an old one, but with the more recent changes in economic and social conditions, changes in the American way of life, and the changes in farm customs as well as practice, many new recreation problems confront us in the rural areas.

As most of you already know, the Future Farmers of America organization is the national organization of boys studying vocational agriculture in public secondary schools. It heads up in the Agricultural Education Service of the U. S. Office of Education. Launched in 1928, it now has a membership of approximately 232,000 in 7,000 local chapters. These chapters are in high school departments of vocational agriculture in forty-seven states, Hawaii, and Puerto Rico. The membership is voluntary and the boys who belong are from fourteen to about twenty-one years of age. This organization is a part of the great public school system of America, and as an intra-curricular activity it has its root in vocational agriculture, a course in the high school. It constitutes a teaching device that motivates and vitalizes the systematic instruction offered.

The boys operate their organization under the guidance of the teachers of vocational agriculture who serve as advisers. They have their own officers, they meet at specified times and they lay out annually a program of work to follow which is "geared" into the needs of both individual members and the community of which they are a part.

Perhaps no national student organization enjoys greater freedom of self-government under adult counsel and guidance than the F.F.A., as it is commonly known. It is non-profit, has no outside affiliations, and is designed to take its place along with other agencies striving for the development of a more permanent agriculture and the enriching of country life.

W. A. ROSS

The primary aim of the F.F.A. is the development, through actual experience on a youth level, of agricultural leadership, cooperation, and citizenship. Under this aim are listed twelve specific educational purposes. Purpose number twelve reads as follows:

"To provide and encourage the development of organized rural recreational activities."

The items in the programs of work set up by the various local chapters of this organization usually classify under such headings as the following: Productive Farming, Cooperation, Community Service, Leadership, Earnings and Savings, Conduct of Meetings, Scholarship, Recreation and General Activities. Committees of the youthful membership are designated to see that the activities are completed and definite goals reached.

While the recreation activities are varied, it is encouraging to note that they do not all provide merely a good time for the members themselves; nor is it loose and haphazard play. Many of the recreational items in F.F.A. programs of work are designed to provide enjoyment for others in the community in an organized way. It is thus that a double objective can be accomplished.

Of course there are sports and athletic competition of all kinds—basketball, baseball, and field days which include clean competition between members, chapters, and districts. There are parties, dances, socials, and barbecues for both the members and their friends. Chapters stage rural plays and entertainments of various kinds, and their orchestras and string bands provide music for numerous community affairs. Farmers' picnics, corn husking contests, clean-up days, agricultural fairs, horse shows, checker and horseshoe tournaments are also sponsored. The boys go on camping trips, organize rifle teams, bugle corps, magazine clubs, and museums. They protect wild life and game. Each member is encouraged to have a hobby.

Nearly every chapter has its own library, and the members are encouraged to read the good books available. The F.F.A. chapter cooperates with other departments of the school, community clubs, and other farm organizations on many recreational and service activities. Thousands of miles are traveled by F.F.A. chapter groups each year taking educational tours and trips to all parts of the United States; they go even into Canada and Old Mexico, and they finance their own way. The annual Parent and Son banquet in each chapter has become an F.F.A. institution.

About twenty state associations now have permanent state camps of their own at the present time. In most cases the land is owned by the association. Splendid buildings and facilities are provided. Organized training for leadership is a part of each summer camp program. Instruction is given in such phases as public speaking, parliamentary procedure, how to conduct and take part in a community meeting, health protection, nature study, craftsmanship, directing recreation activities, and how to develop individual talent and leadership ability.

A good many state associations of F.F.A. hold annual leadership schools and conferences, ranging from a day to a week in length, for representatives sent by local chapters to central points. In September, for example, at Springfield, Illinois, 600 F.F.A. members participated in such a conference on the State Fair grounds. We need and appreciate the assistance of all agencies in a position to assist with such training programs.

Recently, the national organization of Future Farmers of America purchased a thirty acre tract of land in near-by Virginia, which is to be developed, over a period of years, as a permanent National Leadership Training Camp and which will accommodate the members who make educational trips to the Nation's Capital. The activities of this camp are to be coordinated with efforts of state associations and local chapters. Leadership training with us is a continuous process. As boys pass out of the organization to take their places in the community as young men and adults, new members who need similar training and experience are constantly coming into the F.F.A. organization.

Some of the objectives of the Future Farmers of America with regard to educational-recreational activities can be summed up as follows:

1. To assist members in selecting the right type of recreational activities.
2. To help to establish standards in the minds of members with reference to recreation, diversion and the wise use of leisure time—to judge with a critical eye.
3. To help members find leisure-time interests.
4. To help members plan their educational-recreational time.
5. To help members plan programs of self-improvement.
6. To provide and help to provide recreation activities for others in the community, as well as for the members, and to better recreational conditions about them.
7. To supply trained recreation leaders for local communities.

We feel that one of the greatest services that is being rendered by local chapters of the Future Farmers of America in their own farm communities is that of accepting responsibility for providing certain organized, stimulating, enjoyable recreation on a community-wide basis. Such activities are designed for all groups and ages. Improving and enriching the educational-recreational life in farming areas calls for intelligent whole-hearted cooperation and it needs the facilities and talent of every agency able to make a contribution. It is our sincere hope that with your help the Future Farmers of America organization will become increasingly efficient in providing such service wherever it operates and that a continuous supply of trained recreation leaders for communities will result. We appreciate what every agency here has done for us and the opportunity of participating in this program.

IRA N. GABRIELSON
Director, Fish and Wildlife Service

Fish and Wildlife Service

By W. B. BELL
Chief, Division of Wildlife Research

THE FISH AND WILDLIFE SERVICE is made up of two organizations that were and are well known. Some of you know that the Bureau of Biological Survey functioned under the Department of Agriculture for more than fifty years and then was transferred to the Department of Interior something over a year ago under executive order. The Bureau of Fisheries was an even older group, having been organized originally as a Fish Commission and later made a part of the Department of Commerce. About the same time that we were transferred to the Interior Department, they also went over to the Department. So I ask you to keep in mind the reputation those two organizations have made during the more than fifty years of their history — the United States Biological Survey and the United States Bureau of Fisheries—and realize that they are now one organization under the new name, the Fish and Wildlife Service, a program that was put into effect the first of July this year, again under executive order.

Neither of these organizations was designed originally as recreational services, but each has contributed very largely to the recreational opportunities and facilities of this country. We have to do with the whole gamut of animal and plant life, ranging from the protozoa to the anthropoids in the animal field, and with all the flowers, the forests, the grasses and other useful wildlife food and cover plants that occur particularly on the American continents.

We work with all federal agencies that have been represented here this morning. We also work closely with state agencies, including the educationists and the State Conservation Commissions, and other agencies that touch both the farm and the urban life. Our work in dealing with the wildlife of the country, and with the plants, I think you will

realize if you stop to think a moment, touches the life, or may touch and contribute to the life of all of our 130,000,000 and more people. It contributes to their physical, mental, moral, spiritual and recreational well-being, and to those things that go to make human life worth while.

Our major work is in the interests of wildlife. That is the line to which we devote our study and our operative work, yet as we have looked at these things, we have been interested also in human welfare, and the more we think about it, the more it is apparent that those things that contribute to the well-being of wildlife also contribute to human welfare. The fundamentals are the same in both fields.

I have always been interested to see how universal in people is the interest in the wild creatures and the plants. The banker, the baker, the candlestick-maker, people in all sorts of trades, and boys and girls and men and women who are our neighbors and friends, have a surprising amount of interest in the wild creatures and find delight and helpfulness in playing with them.

I have thought a good many times that possibly some of us who were professionally engaged in wildlife research work were a bit queer, so I have taken pains to notice the extent to which people generally get added enjoyment out of life through seeing the squirrels in trees, the birds that are about them, getting acquainted with the flowers, and all sorts of things of that kind. I feel that our work, while it was designed primarily from another viewpoint, does contribute very largely to the recreation field, and in connection with our work we have, as I indicated, worked very closely with educational agencies in helping them develop programs to introduce the biological features into courses of study. We have worked with state educational departments and all down along the line with the schools. We have worked with the writers of textbooks and our own publications have afforded the basis for much that is best in the fundamental information that goes into textbook material and into the literature that appears in our magazines and other publications that are designed to further interest in the wild creatures and to get people to know them better, to enjoy and appreciate them more.

I think it is apparent that the wild creatures, including the plants and animals, the birds, beasts, flowers, and all sorts of living things are some of the important lures to the out of doors, so those who have this morning stressed the importance of outdoor life have already contributed something to what I want to bring before you.

Our national refuge program, which has been designed to further the welfare of wild creatures, covers something more than 13,000,000 acres. They are areas on which practically no killing of wildlife is permitted. On the other hand, we work closely, both in an advisory and research capacity, with the Forest Service, the National Park Service, the Soil Conservation Service, the Extension Service and practically all of the other agencies whose representatives have spoken here this morning, giving them such help as we can through furnishing information or guidance or suggestions as to things that will contribute most to an understanding, an appreciation, and an enjoyment of wildlife.

The Fish and Wildlife Service stands ready and anxious to be of service to this group in any way that we can by furnishing information or inspirational material, and I hope you will feel entirely free to keep in touch with us, or to get in touch with us if you have not done so before. Let us know what your needs are and we shall be glad indeed to help. We have worked with many of the states and private agencies, the Boy Scouts and Girl Scouts, and other such agencies that are not hooked up directly with the federal agencies, such as the 4-H clubs and the Future Farmers of America. Let us know what we can do to help you out and we shall be very glad indeed to be of service.

Federal Housing Administration

By SEWARD H. MOTT
Director, Land Planning Division

UNLIKE THE RENTAL projects sponsored by the United States Housing Authority, which are largely subsidized by government funds, the Federal Housing Administration's rental projects are privately financed and privately managed. However, certain minimum standards must be met before we will insure the loans on these projects. These cover such matters as cost per room, percentage of land coverage,

"The Federal Housing Administration fully realizes that to secure contented and satisfied home owners it is necessary to give them much more than a house and a small piece of land, and every effort is made to create the type of environment that is necessary for a proper standard of living, and also one that provides outlets for leisure time."

SEWARD H. MOTT

room size, construction, evidence of need for project and financial responsibility of the sponsors. The type of apartment which we will approve varies greatly in various areas and in accordance with land value and local needs and habits. In the vicinity of New York City, where land values are very high, six story elevator apartments with high ground coverage have been approved. This type of apartment, however, is unusual and a very large percentage of our rental housing projects are of two to three stories in height with a land coverage of less than twenty per cent and with the greatest care taken to assure maximum light and air and open space.

It is our standard practice to require one play area for preschool children for every one hundred families. This play yard must have a minimum area of 1,200 feet and be properly surfaced and equipped with play apparatus and sand boxes as well as benches for adults, a low water fountain and suitable enclosure. In many projects the management furnishes a play yard attendant.

Where the type of project and land values permit, a very large percentage of our projects provide facilities for adult recreation such as tennis and badminton courts, softball courts, swimming pools, and similar facilities. The extent of outdoor recreation facilities depends to a great degree on the availability of public recreation areas.

Due to high land costs in many of our projects, it would be impossible for us to make a hard and fast rule that facilities for outdoor recreation for adults must be provided in every case, but this Administration is fully conscious of the growing need of such facilities and the increased appeal which is secured when such facilities are available to rental tenants. We are therefore, very glad to include the cost of such improvements in the loans which we insure, and in many cases, particularly in the west and south, we insist that they be included.

We have no regulations requiring that a community hall or indoor recreation facilities be provided. We find that in many cases the managers of these rental projects are very averse to accepting responsibility for organizing community activities, as they feel that the results achieved in creating good will on the part of the tenants do not always justify the expense and effort involved.

As I have indicated, the decision as to whether facilities will be provided inside the buildings for recreation is largely left to the sponsor of the project. We also wish to make clear that our rental housing projects are not for slum clearance but are largely occupied by white collar workers who are able to pay rents of from twelve to eighteen dollars per month, per room. Practically all these tenants have automobiles and are able to a very considerable extent to find their own recreation outlets.

When a builder desires to develop a large group of homes for single family occupancy, a most careful study is made by the technicians of the Land Planning Division of this Administration to see that the area is so planned and protected as to secure an attractive stable neighborhood with all necessary utilities and the maximum amenities. Not only is the construction and planning of the homes and lot sizes carefully regulated, but the adequacy of social, recreation and educational facilities is given most careful consideration. Where public park or recreation facilities are not readily available, and where the size and topography of the tract permit, parks and playfields are very frequently required and areas are set aside as future sites for schools, churches and community buildings. Where projects are developed along lakes, streams or public parks, private ownership of the entire frontage facing on such streams and lakes is not permitted but generous areas are set aside for public use. In a great many developments interior block parks are planned which may be used for recreational purposes or for community gardens.

Our experience in regard to the use of interior parks is that in the large percentage of cases home owners would much rather have a large lot rather than share in ownership of a community park or

playground and pay their necessary share of maintaining and policing such areas. When offered a choice, the buyers have almost without exception chosen the large lot rather than the community park. This statement does not, of course, apply to recreation and park areas which are dedicated to and maintained by the local municipality. The minimum lot size, which we have made a standard for even the smallest detached single family home, is 50′x100′, and this provides area enough for the owner to have gardens and occupation for considerable part of his leisure time.

Recreation for the Navy

By Commander J. L. REYNOLDS

HIGH MORALE of the officers and men of the naval service is always a matter of primary concern to both Congress and the Navy Department. Funds appropriated by Congress under Welfare and Recreation are expended for athletic equipment, for library books and for sound motion pictures. The allocation of funds by the Navy Department to ships and stations enables those individual activities to provide directly for the recreation of personnel. All vessels of sufficient size to provide the necessary space for projection are equipped to show sound motion pictures, as are all naval stations and Marine Barracks. Through the Navy Motion Picture Exchange and sub-exchanges, programs of sound motion pictures also made available by the Navy to the vessels of the U. S. Coast Guard and of the U. S. Army Transport Service. Ships and stations exhibiting motion pictures provided by the Navy Motion Picture Service make no admission charge, although the contracts under which the motion picture films are leased limit the audience to naval personnel and casual guests.

Allocation of funds to an individual activity is determined by the number of officers and men attached, its relative remoteness from the regular recreation facilities, and the availability of funds from other sources which might be used for similar purposes. The funds appropriated by Congress are annually augmented by profits from Ships' Stores, Ships' Service Stores and Marine Corps Post Exchanges.

The recreation activities of the navy are decentralized. There is in the Navy Department one office, the primary duties of which are the administration of such matters as must be decided by the Navy Department. Otherwise each station and each vessel has its own welfare and recreation organization under the respective commanding officer. In this manner each unit is allowed to develop its own recreation program which will best meet the needs of that particular unit. In most cases these activities include all athletic facilities and contests, dramatic or other histrionic talent projects, the administration of the library facilities, and any activities in connection with the recreation of the officers and men. In every case most of the attention given to these matters is devoted to the recreation of enlisted men.

The personnel administering these activities are officers and men of the Navy. Mobilization is so much in the minds of the people of this country today that it is proper to note here that plans for expansion of recreation facilities in the Navy on "M" day have not been overlooked. Plans have already been made to extend existing facilities and activities, but in all cases these are to continue under the administration of officers and men of the Navy. Each unit is empowered to expand its own facilities to meet its own particular requirements. This will in general be accomplished by the utilization of the services of Reserve officers and enlisted men who are particularly qualified for these particular lines and who have been more or less directly engaged in such work during peace time.

Should mobilization come, it is realized that, just as in the World War, the many agencies concerned with recreation and welfare will wish to do their part in providing for the morale and for the recreation of the enlarged Army and Navy. Accordingly, the Navy plans have included the matter of cooperation with agencies such as the Y.M.C.A., the Y.W.C.A., the Knights of Columbus, the Jewish Welfare Board and, of course, the National Education-Recreation Council and with any other similar agencies who are sufficiently interested to undertake this work. Here again, however, decentralization appears in as much as the Navy's plans provide for the cooperation with these agencies locally and not through the Navy Department, as such, for the entire naval service. It is expected that this will be accomplished by the commanding officer of a given

Commander Reynolds is in charge of the Morale and Recreation Section of the Bureau of Navigation, which is the Personnel Division of the United States Navy Department.

ship or station dealing directly with these agencies through such local unified welfare council as there may be, or in the absence of such a council, then directly with the agency concerned.

From this brief outline of the plans which the Navy has for expansion of recreation activities in case of mobilization, it is evident that there will be no necessity for the activities of welfare agencies within naval reservations as was the case in 1917 and 1918. For obvious reasons of security and control, the Navy is attempting to profit by the lessons from the last war and to confine the activities within any naval reservation to the military command of the local commanding officer. As a matter of fact, the appearance of the expanded activities within the naval station will be the same as those during the last war. The only difference will be that those administering the details of these activities will now be members of the naval service rather than being primarily identified with any particular welfare agency, however much a part of such welfare agency they may have been before mobilization.

We cannot, and do not, expect to carry the increasing load without the assistance of the recognized welfare agencies. And the policy of the Navy Department as explained above is not a restriction against such activities, but instead increases the potential usefulness in that they will be allowed, by conducting their activities outside naval reservations, more freedom than they could enjoy on naval reservations.

On behalf of the Chief of the Bureau of Navigation I wish to take this opportunity to express to the representatives of the agencies here assembled our sincere appreciation for the undying and always helpful spirit which you have always exhibited towards our personnel in the Navy, and to assure you that you have made us feel your readiness to help us with our problems in the welfare and recreation field.

Recreation for the Army

By Colonel H. H. PFEIL
Adjutant General's Office

PROVISIONS FOR RECREATION and entertainment of the soldier during his leisure hours move hand in hand with the training program for the nation's rapidly expanding defense forces today, because Army leaders are aware that it takes more than just men and guns to produce a victorious military unit.

Not only must an army be well equipped, well armed, and thoroughly trained in the technical aspects of warfare, but it also must be bound together by the cohesive forces of morale and discipline. Modern warfare places a terrific strain on the moral stamina and physical endurance of an enlisted man.

To toughen the soldier so he can withstand the physical hardships, the Army will give him rigorous training; to aid in building up his morale—his esprit de corps, his will to win—the Army will look after his physical and mental welfare. The Army's recreation and entertainment program will be directed toward making every soldier a hard, efficient, and thoroughly disciplined fighting man.

In the office of the Adjutant General in Washington the War Department has set up the Morale Division to consolidate, coordinate, and administer the various activities that relate to the creation of a high morale and sound discipline in the Army. The division is subdivided into nine sections, each with a particular morale function to perform, and an idea of its organization and the work each section handles may be gained from the following outline:

Administrative Section. General direction, supervision and coordination of all Division activities; general correspondence. This section is directly under the officer in charge of the Division and the executive officer.

Welfare Section. All matters pertaining to civilian welfare agencies; cooperation with civilian communities and the American Red Cross; operation and maintenance of guest houses and service clubs; Government insurance; Soldiers and Sailors Civil Relief Act of 1940.

Recreation Section. All matters pertaining to recreation and recreation facilities, recreational athletics, theatricals, social activities.

Army Library Section. Reading material for post and camp libraries.

Budget and Estimate Section. Estimates of funds under the appropriation for the "Welfare of Enlisted Men, Army."

Miscellaneous Section. Operation and maintenance of post exchanges; awarding of trophies; questions relating to insignia and heraldry; War Department exhibits.

(Continued on page 695)

The Contribution of National Organizations

In the field of private effort, national organizations whose activities and services are concerned with some phase of leisure time through educational and recreational interests have for many years been giving invaluable service. Many governmental agencies have profited by the experimentation and studies carried on by these private groups, all of which have representation in the Education-Recreation Council.

American Association for Adult Education

DURING ITS FIRST decade the American Association for Adult Education served as a clearing house for information in the field of adult education; assisted enterprises already in operation; helped organizations and groups to initiate activities in adult education; and aided and advised individuals who, although occupied with some primary vocation or interest, desired to continue their education. Emphasis was placed upon exploration and encouragement of new fields of intellectual activity for the education of adults.

In this period the Association also helped local groups to set up projects in communities to demonstrate the value of a form or type of adult education not only to the community in which the project was located but to the whole country as well. An extensive library of books and pamphlets for the use of members of the Association and the public was assembled at headquarters in charge of a librarian who now serves about two hundred persons monthly by correspondence, by telephone, and in person.

In 1936, after a decade of experimentation and demonstration, it seemed advisable to pause to examine accomplishments and trends, and possibly to chart a new course for the future. In order to discover the meaning and estimate the worth of adult education as a social movement among other social movements, the Association undertook a study of the social significance of adult education. The findings of the study have been issued at irregular intervals since 1937 in brief, nonstatistical, attractively printed books. Individuals who have made the studies have had a general knowledge of adult education but have not regularly engaged in work in the subject they have examined. The entire program has been made possible by funds provided for the purpose by the Carnegie Corporation of New York.

In the fall of 1939, as a result of the outbreak of war in Europe, members of the Executive Board of the Association voted to undertake an active program of adult education for democracy. Publication of the study series will be curtailed when the studies now in preparation have been completed. If funds are available, the proposed program will include: research and practical experimentation through the Readability Laboratory at Teachers College, Columbia University, and other agencies in the simplification of material for students at many educational levels; a campaign to encourage local leaders to form community, state, and regional associations for adult education; experimentation in teaching and discussion techniques for adults; publication of teaching materials for adults; and active cooperation with organizations and agencies that are concerned with adult education.

Following a series of regional and national conferences of persons interested in the field of adult education called by the Carnegie Foundation, the American Association for Adult Education was organized in Chicago in March, 1926. Its purpose is to "further the idea of education as a continuous process throughout life." The offices of the Association are located at 60 E. 42nd Street, New York City. Morse A. Cartwright is Director.

American Association of Museums

THIS ASSOCIATION is not directly engaged in educational or recreational work. Its publications and activities are for the benefit of museums, which do direct work in these lines.

A recent three-volume publication — "The Museum in America" by Laurence Vail Coleman—is a critical study of museums and their educational and recreational work, based on field surveys of more than 2,000 museums.

The Museum News, published biweekly by the Association, reports recreational and educational activities of museums. This publication goes to museums and museum people throughout the country.

The American Association of Museums was organized in 1906 to help museums solve their problems and increase their usefulness. Headquarters are at Washington, D. C., in offices made available in the Smithsonian Institute. Laurence V. Coleman is the Director of the Association.

Membership is made up of individuals paying dues of $5 a year and museums contributing from $10 to $250 a year. Any museum may pay minimum dues, but those with operating income of more than $10,000 yearly are asked to contribute at the rate of $1 per $1,000 of income.

The Association is governed by a board of thirty Councilors who are museum trustees or directors, elected for three-year terms, representing the museums of the United States geographically and by subjects.

The staff of the Association makes studies of museum conditions and methods, and distributes the results of its work through books and serial publications which are available to members at 20 per cent less than list price. A complete list of publications will be sent free upon request.

Members receive current issues of two serials: *The Museum News,* a newspaper reporting current events in the museum field and containing reviews and special articles, issued biweekly except in summer, and a new series of technical publications of the American Association of Museums, issued occasionally.

The Association advises on museum problems by correspondence, and by conference in office and field. It has made grants-in-aid to museum people for travel and study. It has assisted in financing projects of more than local importance, and has organized and built museums embodying new ideas. In these and other ways the Association promotes the interests of the museum profession, contributes to the educational and administrative advancement of museums, and assists in the establishment of new museums of desirable type.

The American Country Life Association

THE ASSOCIATION was organized in 1919 and has lived all of its life in the hurly-burly of the post-war period and a generally unfavorable time in the history of American agriculture and rural life. It was organized by a small group consisting mainly of sociologists, educators, and churchmen. In a few words, the purpose has been to assist lay and professional leaders interested in rural improvement to consider their goals, methods and problems.

The Association now has artists and economists, extension workers, officers of women's clubs, agricultural college presidents, social workers, librarians, research workers, officers of farm organizations, in addition to the three original groups. It thus brings into association a wide variety of interests, and it has been said on a few occasions that it is "too diffuse." The members vary from those who idealize country life to those hard-bitten or hardheaded people who work only on technical matters. Within the past few years those with artistic interests have become much more prominent than previously.

Methods and Activities

Procedures and activities are almost wholly informal and educational. Although the Association is not a council, it does make contacts between organizations. It has no state and no local organizations. It issues a small periodical, and conducts a national conference on a timely issue or theme such as "Rural Government" in 1931; "Building Rural Communities" in 1940. It deals with many inquirers and consults with people with interests much too numerous to mention.

The most hopeful recent development has been work with youth. Country youth are reconsidering the country, and an important reason is the scarcity of jobs in the city. In 1929 there were ten student clubs affiliated and paying a membership fee. In 1940 there were seventy. The youth groups discuss rural subjects, make local studies, and provide fellowship among those who wish to do professional work in the country.

Adult education has become a major interest. The Association has always been an agency of adult education, although the term was not used originally. The Secretary of the Association published a book entitled "Rural Adult Education," in April, 1933, finishing a work begun by the late John D. Willard for the American Association for Adult Education. There is a steady demand for nonpartisan interpretation of rural events and

issues, e.g., occasional lectures, and the demands come frequently from urban groups.

Frequently the Association has defended a particular piece of work as, for example, county health departments, in the name of constructive economy. The Association constantly tries to remind social work and government leaders that one of their great frontiers is still the countryside—with many of the 3,000 counties having no real social work at all.

To work for rural improvement one must influence urban as well as rural opinion. The Association is increasingly committed to an urban-rural approach to rural problems.

In the words of the official statement of its purpose, the American Country Life Association was organized "to facilitate discussion; to serve as a clearing house of information; to bring together people and agencies; to aid wherever we can in rural improvement." Other expressions are sometimes used to denote purpose: "We work for a worthy country life in America," or "We strive to build a fine rural civilization." The Association's offices are at 297 Fourth Avenue, New York City. Benson Y. Landis, Ph.D., is the Executive Secretary.

The American Federation of Arts

THE AMERICAN FEDERATION OF ARTS is a national organization which has as its purpose the development of art and its appreciation. It was organized in 1909, at a convention held in Washington, by a group of men of affairs (including the late Elihu Root, Robert Bacon, Senator Henry Cabot Lodge and Charles D. Freer, not to mention all) who had themselves found pleasure and recreation in art and desired to extend such pleasure throughout the United States. They had the further purpose of unifying the art interests of the country and binding them together, on the assumption that union brings strength, and that the benefits of team work have been demonstrated so often as to become axiomatic.

Those who founded the American Federation of Arts did not dream of the many specific avenues of approach to their aims which have been opened as the organization grew. It has now become a national clearing house of information on matters of art. Reference files have gradually been built up over a period of years, and it is the Federation's policy to answer any inquiry relating to the arts, no matter what the source. If the Federation is unable to supply the information requested, the inquiry is referred to another source. A development of this service has led the AFA into larger projects, which sometimes required special grants to accomplish. For example, the work the Federation has done in supporting or sponsoring legislation affecting the arts; and community problems touching upon the creation of further development of local art associations, and the founding of new museums would come under this heading.

The American Federation of Arts is obliged to depend largely upon members and Chapters for its support, for it has always been a non-profit organization, and engages as far as possible, in free services. The quality of the membership testifies to the Federation's value. The leading art museums, art associations, college art departments, women's clubs and similar groups constitute the approximately 500 chapters of the Federation. In addition, there are about 6,000 individual members and library subscribers.

Strengthened by the support of these institutions, organizations and private citizens, the Federation in turn gives them special privileges and services. These include a subscription to the *Magazine of Art* without charge to every Chapter and member; two traveling exhibitions, without a fee, from a group reserved for Chapters, and two illustrated lectures without a fee to every Chapter. Chapters further receive substantial discounts (10% to 20%) on the rental of all exhibitions circulated by the Federation. Individual members, in the Associate Class ($5 a year), may rent lectures at 50% discount; Active Members ($10 a year) receive two lectures without fee. All individual members may use the Package Library without fee; and are also entitled to one study outline selected from a wide range of subjects in art. All Chapters and members who purchase books and color prints through the Federation, receive discounts of 10% off price of the first and 25% off price of the second. Finally, individual members are admitted free to art museums throughout the United States, on days when there is normally a charge.

The *Magazine of Art* has been published monthly, without interruption, since October, 1909. It has been greatly enlarged and transformed since it began as a general readers' publication upheld to a professional standard. Efforts have

been made to keep readers informed of the most significant happenings, of progressive movements, of real achievement. Emphasis has been on contemporary American art; but great art of the past has had a large share of attention in the magazine. In typography, quality of illustrations and color plates, the magazine has endeavored to be outstanding, as well as in the character and authenticity of the articles. In 1913, the American Federation of Arts took over publication of the *American Art Annual,* the only complete book of reference on contemporary American art, which had been founded in 1898. This publication is indispensable to libraries, art museums and associations. It contains comprehensive reports of art museums, galleries, associations and schools, a review of the whole field of art during the year, lists of magazines and newspapers giving space to art news, obituaries of American artists, and full auction reports on paintings. For more than thirty-five years, the *Annual* also included a directory of painters, sculptors, and others, rotating the classifications. But the steady growth of the *Annual* made it necessary to publish the artists' directory as a separate volume in 1935. The *American Art Annual* and *Who's Who in American Art* are now published in alternate years.

From time to time the American Federation of Arts issues special publications, some of which have been given without charge to the general public and the members.

The American Federation of Arts originated the traveling exhibition in order to make available to hundreds of communities and thousands of people, original paintings, sculpture and other works of art generally to be seen only in large cities. Three exhibitions sent out in 1909-1910 were the beginning of a system of which the technicalities have been highly developed, and the scope of the shows greatly extended: 1,500 different exhibitions with over 7,000 individual showings have been assembled by the American Federation of Arts in the past thirty years. They are shown on an average in 250 communities annually. They have visited every state in the Union except Nevada, and have gone abroad to many places in Europe, to Canada, to South America, to New Zealand.

Furthermore, the practice of having a definite purpose behind each exhibition, has grown steadily. Shows are especially arranged for colleges, high schools, rural circuits, and are accompanied by explanatory notes. But the Federation does not stop with giving the public an opportunity to see original works. It endeavors to help the artist by making sales. Last year, a Special Sales Plan was formulated; briefly, it comprises two methods. Each exhibitor renting a "Sales" show under the first, is free to choose one work for his collection, which he will receive after the circuit is completed. Under the second, if he rents a show and buys or sells something from it, his rental fee is refunded, in whole or in part, according to the amount of the sale. The results have been most encouraging. The Plan has aroused new interest and support from dealers, new enthusiasm on the part of the exhibitors, and finally, the Plan has produced more sales of works of art during the past year than during any year in the preceding decade.

"The American Federation of Arts is an art-educational organization designed to initiate services and find new ways of making the arts a vital part of everyday life. . . . It stands for the solidarity of the arts, and hopes and works toward the end of making art a part of the life of every American." Headquarters are located at 801 Barr Building, Washington, D. C., and Thomas C. Parker is Director.

American Library Association

In July, 1924, the American Library Association appointed a Commission on the Library and Adult Education "to study the adult education movement and the work of libraries for adults and for older boys and girls out of school, and to report its findings and recommendations to the A.L.A. Council." This Commission produced a rather notable report, "Libraries and Adult Education," which has for a number of years served as the guide and handbook in the development of adult education work in libraries.

In 1926 the Association created a standing Adult Education Board of five members which guides the policy of the Association in this field of work. With the exception of a few years during the depression era, there has been a paid full-time assistant or secretary at the headquarters office of the Association in Chicago, devoting full time to this work. The Association, through its Adult Education Board and its headquarters' representative, has several objectives:

It promotes interest in the development of more effective educational services for adults in libraries, especially services to assist people interested in self-education through reading.

It attempts to publish various aids in the form of case studies, booklets, suggested projects, etc., and to exchange experience between libraries in order that procedures for this kind of service may develop more rapidly and effectively.

The headquarters of the American Library Association are at 520 North Michigan Avenue, Chicago; its Executive Secretary is Carl H. Milam. The Association issues a number of publications, among them the "Booklist," published semi-monthly, and the "A.L.A. Bulletin," appearing monthly.

It promotes meetings, conferences, exhibits, institutes and similar activities among librarians interested in adult education service.

It maintains contacts with other national professional organizations interested in the field of adult education in order to keep libraries informed of activities in the general field of adult education and in order to help the other workers know of the interests and services of libraries in this field.

The Adult Education Board occasionally takes leadership in promoting special emphasis among libraries of the country on some topic that is for the moment of widespread national interest or importance. For example, at the present time it is doing all possible to encourage libraries to set up programs and services which will help people to understand the meaning, the requirements, and the obligations of democracy and to help people gain a clearer vision of some of the fundamental difficulties in our present-day society which contribute to the present turmoil, and for the solution of which there must be more widespread and effective popular education.

The Boy Scouts of America

THE BOY SCOUTS OF AMERICA through its program offers in Scouting a game for boys under the leadership of boys with the wise guidance and counsel of a grown-up who has still the enthusiasm of youth in him. A purposeful game, but a game just the same, a game that develops character by practice, that trains for citizenship—through experience in the out of doors.

Scouting is a game; the aim and purpose is character building and citizenship training. The essential elements of the Boy Scout program are the Scout Oath and Law, and the Ideals of Service of Scout activities are a means of making these ideals effective.

The Program

The Boy Scout program reaches the following age levels: The Cub program for boys nine to eleven years of age; Scouting for boys twelve years of age and upward, and Senior Scouting for boys and young men fifteen years of age and over.

Cub Program. The Cub Program is a home-centered program based on the natural interests of boys of Cub age under the leadership of a Den Chief, an older boy; a Den Mother, (mother of one of the Cubs); a Cubmaster and a Pack Committee, (usually fathers of boys). Cub activities include knowledge of the flag, games, safety practices, health practices, helpfulness in the home, handcraft, making collections and scrap books, rope work, and knowledge of the ideals and law of Cubbing.

Scout Program. Activities in the Scout Program include practice of the Scout Oath and Law, first aid, signaling, tracking, use of knife, hatchet and axe, outdoor fire making, outdoor cooking, thrift, compass work, safety, swimming, map reading and making, judging, nature study, campcraft, woodcraft, an extended series of hobbies and pre-vocational explorations through the Merit Badge work.

Senior Scouting. Senior Scouting is divided into two groups. Sea Scouting offering a program of seamanship and Explorer Scouting a program of advanced camping, advanced Merit Badge work and adventurous exploration. Rover Scouting for boys eighteen years of age and over is also carried on.

Essential Elements in the Program. The essential elements in the Scouting program are the boy as an individual and as a member of a Patrol and Troop in uniform. His leaders are trained volunteers. He follows a program of activity which enables him to advance in rank. Recognition is given for his achievement in the form of various badges. Scout organization begins with the Troop sponsored by an institution. In Cubbing the Cub Pack is the unit, in Senior Scouting a Sea Scout Ship or Senior Patrol or Troop. The Local Council has jurisdiction over a certain assigned area. For convenience of administration the country is divided into twelve regions. The National Council is the governing body functioning during the intervals

The Boy Scouts of America in 1940 celebrated its thirtieth anniversary. Its headquarters are located at 2 Park Avenue, New York City. James E. West is Chief Scout Executive. It issues a number of monthly publications and a series of practical booklets.

between its meetings through an Executive Board. There is an International Scout Bureau.

Membership

The following membership figures are as of January 1941:

Total Boys	1,105,941
Total Leaders	343,471
Grand Total Membership	1,485,613*
Total Troops	40,959
Total Packs	7,045
Total Troops and Packs	48,004
Total Councils	545

* Including 36,201 in the Philippines.

The Boys' Clubs of America

THE BOYS' CLUBS OF AMERICA is a federation of boys' clubs and affiliated organizations conducting constructive leisure time activities for boys and specializing in service to underprivileged boys. Its purpose is to assist in the development and organization of Boys' Clubs; to provide information and service to member organizations in the field of program, finance and fund raising, personnel training and selection, building program planning, Club management and operation; and to initiate clinics, conferences and institutes for the purpose of exchanging experiences, demonstrating practices and sharing thinking in the range of Boys' Club and related activity. The federation makes available for consultation and advice field representatives who are specialists in the program and administration of a Boys' Club.

The Boys' Clubs of America, Inc., was organized in Boston on May 19, 1906, as the Federated Boys' Clubs. Jacob Riis was the first president. May 19, 1941, will mark the thirty-fifth anniversary of the founding of the organization. Herbert Hoover is Chairman of the Board; William Edward Hall, President; William Ziegler, Jr., Secretary; David W. Armstrong, Active Executive Director. Headquarters are at 381 Fourth Avenue, New York City.

There are 348 member organizations in 194 cities and towns, with a total boy membership of 295,732; 31,421 boy members in New York City. Membership is not restricted to boys of any specific race, creed or age group.

The Program

The Boys' Club is an organization which carries on activities for constructive use of leisure time under trained leadership for boys up to twenty-one years of age. It is nonsectarian in its work and control.

Character building is the primary function of the Boys' Club. In a building or a place located in or close to the areas inhabited by families of low income, the Boys' Club attracts boys of limited income homes as well as those more fortunate. Its doors are open during the dangerous after-school and evening hours to all of its members all of the time. Fees are so low that the poorest boy may belong and there are no restrictions as to race, creed, condition or character.

The Boys' Club conducts a recreational program that provides for physical and health training and makes available health examinations to discover physical defects, then enlists community resources for their correction. It gives individual training in recreational and vocational skills, makes it possible to test aptitudes, and guides boys in their vocational development. It provides constant leadership in a normal, informal relationship, guiding the behavior of boys, their attitudes toward home, school, church, employer, government and other life associations.

The total Boys' Club program is a coordination of recreational, vocational, educational, cultural and social activities on a democratic basis for as many boys as it can accommodate.

Publications include *The Keystone,* a manual of program service, and *Boys' Clubs,* a magazine.

The Camp Fire Girls

THE APPEAL of the Camp Fire Girls is to girls between ten and eighteen, with a separate program offered to the eight and nine year olds who belong to the junior organization, Blue Birds. From six to twenty girls in a church, school, or neighborhood form a Camp Fire group under the leadership of an adult volunteer called the Guardian. The dues are $1.00 a year. Each group has one or more sponsors, or a sponsoring committee from the membership of a civic club. In the larger towns there are Local Councils composed of responsible citizens who supervise Camp Fire activities and engage an executive to direct the work, including the Camp Fire camp. Executives are trained at the Executives' School conducted in cooperation with New York University. Training courses for volunteers are conducted by executives and national field secretaries. The National Coun-

cil provides guidance through publications, training courses, field service and correspondence.

The program of the Camp Fire Girls was launched in 1911 and the organization was incorporated in 1912. It was planned by a group of educators, including Dr. and Mrs. Luther Halsey Gulick, in response to the request of girls for a program of leisure-time activities. The headquarters are at 88 Lexington Avenue, New York City. Lester F. Scott is National Executive.

The purpose of the organization is to provide an opportunity for the girls' personal development through group experience. To this end a program of leisure-time activities is offered which is designed to be fun for the girls; to provide enriching experiences and help them find joy, zest, and adventure in everyday life; to cultivate skills; to give the girls practice in the democratic way of working with others; and to help them become self-reliant, happy individuals and responsible members of society.

The Program

The program, revised in 1936, is very flexible and offers a wide choice of activities so that each group, under the guidance of its leaders, may have practice in planning and carrying out a program suited to its own interests, abilities and needs. It covers the range of girls' interests, including home making, handcraft, camping, nature study, dramatics, music, literature, games, sports, health, personal grooming, social affairs, business, community and world-wide citizenship. The colorful honors, ranks, symbolism and ritual of Camp Fire appeal to the younger girls, while participation in special projects having community significance is offered the older girls.

Blue Birds is the junior organization for girls from eight to ten. They have a special program planned for them based on play activities. This program was completely revised in 1938 in accordance with present progressive education methods for this age group.

Each year a special project is suggested to Camp Fire Girls throughout the country. This project is designed to correlate and highlight the regular program activities and to give the girls wide opportunity to employ their individual interests and skills. During 1940, the project, emphasizing safety and health, was called "Skillful Living." Activities suggested were such as to bring about awareness of community efforts for safety and the part girls could play, to present things which girls could make and do, especially in their homes, and ways in which they could enlist the cooperation of others. The enthusiasm for this project was unexpected, indicating that even safety, which has usually been presented in its negative aspects, can be of vital interest if there is an opportunity for active participation and personal experience. Other projects which have highlighted these phases of the Camp Fire Girls program during recent years have been Personality (Making the Most of Me), Conservation (This Land of Ours), and Citizenship (Americana). This year's project is centered around appreciation of and participation in the arts (Treasure Trails).

Camping plays an important part in the Camp Fire Girls program. Local Councils of Camp Fire Girls maintain camps where several hundred girls may spend from two weeks to all summer under competent direction. Trends in these camps are towards choice of activities within a framework of the minimum regulations necessary for the health and safety of the campers. Leadership, environment and equipment are provided to insure a happy experience leading towards wholesome personality development. Week-end and holiday camping at these camps is popular during the school year. In addition there are group camping trips under the direction of adult group leaders which give the girls experience in planning, organizing and group cooperation.

The membership as of January, 1941, was approximately 290,397.

Resolution of Board of Directors of Camp Fire Girls—May 1940

"In the presence of broken faith and bloodshed, the ideals of life, liberty and the pursuit of happinesss become more precious. The Board of Directors of the Camp Fire Girls, Inc., resolves, therefore:

"To stress the American ideals inherent in the Camp Fire program—to help girls understand the privileges and responsibilities of democracy — to give them actual experience in the democratic way. For we do not believe that democracy has failed because Fascism has proved powerful. We believe that democracy must be given new strength and vigor. We have faith in the potentialities of individuals and the possibility of individuals working together for the common good. We believe that the training of our youth for democracy is as important for our defense and for the

progress of the world as the purchase of tanks and airplanes.

"To keep alive those things that are civilized in our society — to stimulate, through appreciation and participation, creative art and creative thinking, believing them to be life-continuing and life-renewing through and beyond the present destruction.

"To give generously through the American Red Cross and other agencies to the relief of war victims, realizing always that, while we do what we can to assuage the suffering of the present, the task and privilege of youth is to prevent the suffering of the future.

"To hold to the faith that is ours in man and God."

Federal Council of the Churches of Christ in America

THE EDUCATIONAL work of the Federal Council of the Churches of Christ in America aims to get denominations, councils of churches and local churches to work together in such projects of practical Christianity as social service, evangelism and worship, the Christianizing of industrial, racial and international relations, educational preparation for marriage and the building of homes, and study of the relation of religion to health and the study of problems relating to church unity. It also has a far-reaching radio program in which it has the cooperation of city and state councils of churches. Its Research Department publishes "Information Service." The Federal Council promotes acquaintance with leaders of Christianity in other lands and promotes in the United States interests of the World Council of Churches. Its staff members counsel with denominational and other leaders, hold or assist in meetings and conferences throughout the United States.

The concern of the Federal Council with recreation is in the fact that recreation is a part of the life of all its churches and should be part of the experience of all families. The Department of the Church and Social Service calls together in conference representatives of denominational boards, pastors and other church workers, representatives of homes and settlements and advocates for all families opportunity for a rich life including recreational opportunity and constructive use of leisure time. The need for recreation leadership is recognized in the training of religious educators. A new feature of great interest in the church world is the rapid development of summer schools and conferences both for youth and adults whose purpose is primarily the inspiring and training of leaders and which, as a normal accompaniment of summer school or camp life, have carefully planned recreational programs as part of the daily life together. In some instances classes dealing with recreation programs in local churches are conducted at these summer schools. Members of the Federal Council staff cooperate in many of these conferences and schools and profit by the ties between the Federal Council of Churches and the National Education-Recreation Council.

The Committee on Marriage and the Home organized under the Department of the Church and Social Service has a special interest in recreation in the home and constantly emphasizes the fact that recreation as a part of a family's life enables members to know one another more thoroughly, facilitates comradeship and a group spirit, adds to the happy atmosphere of homes and has added educational values for all members. The value of hobbies, also, is recognized in the Federal Council's educational program for family life, especially of shared interest in hobbies or those which may become to a greater or less degree family projects and shared experiences.

The Federal Council of the Churches of Christ in America, comprising twenty-two denominations in the United States and the Dominion of Canada, works to bring about the maximum of cooperation among churches without exercising any authority as to doctrine or church government. Headquarters are at 297 Fourth Avenue, New York City. Samuel McCrea Cavert, D.D., is General Secretary.

The Girl Scouts

THE PURPOSE of the Girl Scouts is to provide each Girl Scout with opportunities for wholesome recreation and the discovery of interests that may be of lifelong value to her; to help each girl develop as an individual; to give each girl opportunities to be of service to others and develop qualities that will make her a good citizen; and to acquire, in working to live up to the Girl Scout Promise and Laws, a high standard of behavior.

Program Activities

Girl Scouting provides a wide variety of activities to be used, adapted and carried

Girl Scouts, Inc., with its registered membership of 617,000 girls, is non-sectarian, non-political, non-profit making. Membership is open to all girls from 7-18 years of age who, by belonging to the Girl Scouts, are one link in a chain of a world-wide movement including hundreds of thousands of Girl Guides and Girl Scouts in many countries. The World Association promotes unity of purpose and common understanding and encourages friendship among girls of all nations. The National Director is Mrs. Paul Rittenhouse. Headquarters — 14 West 49th Street, New York City.

out as the girls' own interests direct. There has been a complete revision of the Girl Scout program since 1937 and the suggested program activities have been assigned to meet the varying needs of three different age groups: Brownies—seven through nine years of age; Girl Scouts — ten through fourteen years of age; and Senior Girl Scouts (including Mariners)—in senior high school, or fifteen through eighteen years of age. Each age level has its own activities, but all are bound together by the organization's basic philosophy and methods. They cover the same program fields, each of which represents a present or potential interest of girls: Homemaking, Out-of-Doors, Nature, Sports and Games, Community Life, Literature and Dramatics, Arts and Crafts, Music and Dancing, International Friendship, Health and Safety. To these are added the field of Vocational Exploration for Senior Girl Scouts.

General Organization

The Girl Scout program is carried on in a small group of girls and adult leaders called a Girl Scout troop. The organization urges that the planning in every troop be done in a democratic way with each girl having a share in the making and carrying out of plans. The leader acts as guide, adviser and friend.

The affairs of the National organization are managed by a Board of Directors. Much of the administrative part of the work is carried out by a National staff or professional workers.

The jurisdiction of the National organization covers the states, territories and insular possessions of the United States, and for practical purposes the country is divided into twelve Girl Scout regions. In each of these regions is a regional committee which assists in the promotion and development of Girl Scouts in its region. Professional workers are assigned to the twelve regions to promote and develop Girl Scouting, organize and train councils and give training courses for Girl Scout leaders.

In local communities the Girl Scout program is administered by a group of local men and women who are known as a Girl Scout local council. This group has the responsibility of developing and maintaining the Girl Scout program locally. In small communities where there are fewer than five troops each troop has its own individual committee of men and women who help the leader and girls develop their program. This group of adults is known as a troop committee.

The organization seeks to maintain cooperative relationships with other organizations in the educational and social work fields and to undertake joint planning where possible. The local council endeavors to make the community's resources available to the girls and in turn helps the Girl Scouts to make a contribution to the life of their own community.

The Training Program

Girl Scouting has developed a training program for all adult groups both volunteer and professional. Training courses are given by National staff members in National training schools during the summer and in local communities throughout the year. Ninety-nine per cent of the adult membership of the organization is volunteer.

(National) Jewish Welfare Board

THE PURPOSE of the (National) Jewish Welfare Board is to promote the religious, intellectual, physical, and social well-being and development of Jews, especially young men and women, and to that end to stimulate the organization of Jewish Community Centers, Y.M.H.A.'s, Y.W.H.A.'s, and other kindred societies; to assist, advise and encourage such societies already in existence and when formed; to further and correlate their activities, to promote the interchange of advantages which they afford, and to cooperate with other organizations for the development of Judaism and good citizenship; to promote the social welfare of soldiers, sailors and marines in the Army and Navy of the United States, disabled veterans and young men in CCC camps, and especially to provide them with adequate oppor-

tunity for religious worship, education, devotion, solace and improvements.

Local affiliations of the Board are far-flung, and there are seven regional federations of local centers as follows: Associated Y.M. and Y.W. H.A.'s of New England; Midwest Section, Jewish Welfare Board; New Jersey Federation of Y.M. H. A.'s and Y.W.H.A.'s; New York Metropolitan Section, Jewish Welfare Board; New York State Federation of Y.M.H.A.'s, Y.W.H.A.'s and Jewish Community Centers; Pacific Coast Federation of Jewish Community Centers, and Pennsylvania Middle Atlantic Federation of Y.M. and Y.W. H.A.'s and Kindred Associations.

Activities

Aid to New Immigrants. Information has been collected relating to the adjustment of new immigrants, with special emphasis on cultural, social, Jewish, and citizenship activities that aid in the process. A function of the Board has been to stimulate undertakings on behalf of newcomers and to give such aid as may be helpful in establishing programs to facilitate their absorption into normal communal life.

The national organization of Young Men's Hebrew Associations, Young Women's Hebrew Associations, and Jewish Community Centers, the Jewish Welfare Board, came into existence in 1917. There are 317 constituent (local) societies in the United States and Canada, which embrace an aggregate individual membership of about 4,000,000 men and women, boys and girls, of whom practically one half are estimated to be between the ages of 12 and 25 years. National headquarters are at 220 Fifth Avenue, New York City. Louis Kraft is Executive Director.

Vocational Guidance. In recognition of a natural concern of constituent societies of the Board with the occupational future of Jewish young people, there has been developed a department of vocational guidance. Data has been collected on various aspects of the vocational problem, on the work of local organizations in the conduct of group and individual guidance services, and on employment activities of private and public agencies.

Jewish Center Administration. This includes statistical research in administration, membership, finances and personnel practices; assistance in the organization of new Centers; plans for the opening of new buildings; Purchasing Information Bureau; conduct of an Architectural and Equipment Bureau; arrangement for group life insurance for personnel of constituent societies.

Surveys and Studies. This department makes surveys of local Jewish communities; interprets the Jewish Center to the community; recommends the establishment of new buildings and the extension of facilities of existing buildings; serves as a fact-finding agency; makes evaluations of the program of activities, administration, membership problems, budget, and staff of local organizations; collects and compiles data relating to Jewish Centers and Jewish communities.

Jewish Extension Education. This department prepares and distributes material for use in program of Jewish Centers; advises local groups on Jewish educational phases of the Jewish Center program; promotes educational projects and experiments, youth assemblies and discussion groups, educational conferences, vocational exploration forums; provides service in the observance of special events; encourages the introduction of special activities along creative Jewish lines—arts and crafts, dramatics, music, literature; evaluates programs of Jewish Centers and makes recommendations for improvement and growth; assists Sunday Schools and weekday religious schools housed in Jewish Centers in the development of their programs.

Leadership Training Department. It conducts a demonstration leaders' training course in group work; offers workshop training in arts and crafts, music and dramatics; maintains a placement service for trained leaders; cooperates in sponsoring advanced leaders' courses, leaders' institutes and leader publications; prepares and distributes texts and other aids for leaders; organizes, through the field service of the Board, regional leaders' training courses and cooperates in the establishment of local training courses.

Jewish Center Lecture and Concert Bureau. It maintains a reporting system on effectiveness of lecturers and artists; advises as to availability and costs of individual programs and courses; recruits new talent suitable for Jewish Center programs; arranges forum programs at Jewish Centers.

Personnel Department. It recruits candidates and reviews applications for professional positions in Jewish Center work; makes recommendations of qualified candidates for placement in Jewish Centers in executive, sub-executive, and departmental

positions; provides for additional training in techniques and field experience for qualified applicants.

Field Service. Field workers arrange annual regional conventions, regional educational conferences, regional training courses in group work and other inter-association activities; assist in the organization and operation of regional camps; cooperate with local Center executives and concern themselves with problems of organization, program, administration, finances and personnel, and the organization of new Centers.

Health and Camping. This department maintains an advisory service for Jewish organization camps on problems of program, personnel, and physical facilities; arranges for district conferences on home and country camps; assists in the coordination of registration for local and district camps; cooperates with camps conducted by regional organizations; conducts training programs for camp counselors; develops standards of health programs and prepares suitable literature on health and related activities; supervises inter-association athletic activities — competitive and cooperative; maintains a placement service for physical education directors.

Jewish Center Publications and Periodicals. The *Jewish Center* is the professional publication of the Jewish Center movement published quarterly. The *M L A Review,* a leader's publication, is published quarterly by the Metropolitan Leaders Association. Program bulletins and manuals as guides in all phases of Center work are published.

Army and Navy Service Department. Social welfare and religious activities for Jewish men in the army and navy and for disabled veterans of the United States veterans hospitals continue to be a function of the Board through its army and navy service department.

Public Relations Department. It provides a continuous service of interpretation of the work of the Jewish Welfare Board and its relation to the Jewish Center movement and other Jewish communal activities; cooperates with all Jewish and general organizations operating in fields related to the Jewish Center movement.

National Federation of Settlements

THE NATIONAL Federation of Settlements grew out of informal conferences to which the early pioneers in neighborhood work came to share their experiences, their enthusiasm and hopes, and to work together on national issues which affected their neighbors. Formally organized in 1911, the first officers were Jane Addams, president; Gaylord S. White, vice-president; Robert A. Woods, secretary-treasurer, and Albert J. Kennedy, assistant secretary. As its first project, the Federation undertook to work for legislation in behalf of the Children's Bureau. Its first study, published under the title of *Young Working Girls,* has proved of extensive and lasting value. The National Federation of Settlements in recent years has studied and taken action on living standards, prohibition, housing, health, unemployment, and health insurance.

Service Today

The Federation arranges through the Secretary for consultation on settlement method and practice, and for visits to settlements in the field.

Organizes annual national and regional conferences.

Publishes *Bulletins* and *Round Tables* devoted to the results of experience with program, method and standards, and other material of interest to settlements. In addition, sends reprints and special articles to all individual and agency members.

Encourages the development of high standards of personnel and service.

Brings together the results of research and day-to-day experience in settlement neighborhoods in connection with special studies of health, housing, unemployment, etc., and makes these data available for use.

Acts as a clearing house for information on settlements and neighborhood work.

Provides information on public issues and legislation of special concern to settlements.

Represents its members in work with other

In 1929 the National Federation of Settlements was incorporated in New York State "to federate the social settlements, neighborhood houses and similar institutions . . . for the purpose of promoting the welfare of the settlements and the neighborhoods in which they are located; to encourage the development and maintenance of settlements in conjunction with the people of the various neighborhoods; to organize conferences, groups and studies; to cooperate with private and governmental agencies; to consider and act upon public matters of interest to settlements and their neighbors, and to act in an advisory capacity to settlements and neighborhood houses." Lillie M. Peck is Secretary of the Federation, with offices at 147 Avenue B, New York City.

national groups, as: National Education - Recreation Council, National Conference of Social Work, National Social Work Council, Consumers National Federation, National Council for Mothers and Babies, National Refugee Service, International Association of Settlements.

The National Conference of Catholic Charities, whose headquarters are at 1317 F Street, N.W., Washington, D. C., has a membership of approximately 3,500 individuals and 150 organizations. Its activities include an annual meeting, institutes, surveys, publication of literature, field visits, and representation on national committees. Rt. Rev. Msgr. John O'Grady, Ph.D., is Secretary of the Conference.

Membership

Agency: Any settlement or neighborhood agency which has been in existence for two years may apply for membership. Application should be made to the Secretary for presentation to the Board of Directors, and will be considered on the basis of program of work and personnel, following a visit to the agency by an officer or member appointed by the Board of Directors. *Annual dues*: Assessed at the rate of $3 per $1,000 of expenditure exclusive of capital outlay.

Individual: Any person interested in the National Federation may hold individual membership. *Annual contribution*: $5 or more. Individual members pay no registration fee at annual national conferences.

Staff: Any settlement staff worker except the headworker may hold staff membership. *Annual dues*: $2.

Organization

The policy of the Federation is established by the Board of Directors which meets twice yearly. This Board is comprised of the officers, division, department and committee chairmen, representatives of city federations of settlements, and fifteen members at large, elected for a term of two years by vote of the annual conference.

National Conference of Catholic Charities

THE BASIC PURPOSES of the National Conference of Catholic Charities are to bring about an exchange of opinion and experience among Catholic agencies in the United States; to develop a national outlook and a national leadership in Catholic social work; to build up a body of literature on Catholic social work; to assist the various dioceses in the development of their programs and to correlate the work of existing programs.

One may ask what this has to do with leisure-time activities. Like all social agencies, ours is naturally interested in the preventive aspects of social work. Catholic social work as a whole is essentially supplementary to the normal pastoral activities of the Church. In its pastoral activities the Church uses both the individual and the group work approach. It deals with the individual in regard to his individual problems. It also keeps in mind that the Church is essentially a body, an organization. It is a communion through which the individuals find expression as a group. It develops neighborhood influence and consciousness which strengthens the family. It, therefore, builds up all those neighborhood forces that create a more wholesome environment for the individual.

The Catholic social agency must follow the same pattern. We are interested in promoting this pattern. We want to see Catholic agencies have not only the individual but also the group approach to their work. In the group approach they must consider the normal leisure-time activities of group members. These activities will be cultural, they will be character building; they will tend to counteract the tendency toward isolation in individual and family life.

The National Recreation Association

THE SERVICES of the National Recreation Association include the development of amateur recreation — physical, rhythmic, manual, social, dramatic, musical and artistic—by service to public and private recreation authorities and social and civic agencies, individuals, and home, church, industry and many other groups. (Professional sports or commercial amusements do not have a place in the program.)

Personal service, on request, in the communities wishing to establish public recreation.

Personal service helping to extend recreation programs, already established, to a larger number of men, women and children.

Training and consulting service by specialists

in games, athletics, girls' work, recreation in institutions, parks, colored work, music, drama, arts and crafts, gardening, nature school, and rural recreation.

Publications; correspondence and consultation bureau; personnel service; research; clearing house for recreation information and experience.

In 1906 an organizing group met at the White House with President Theodore Roosevelt to secure the establishment of a national, non-profit, educational agency, determined "that every child in America shall have a chance to play; that everyone in America, young and old, shall have an opportunity to find the best and most satisfying use of leisure time." Among the early leaders in advocating the constructive use of leisure time were Theodore Roosevelt, Jacob Riis, Jane Addams, and Joseph Lee. The Secretary of the National Recreation Association, located at 315 Fourth Avenue, New York City, is Howard Braucher.

Growth of Movement

Year	Association's Expenditures	Contributors	Cities Reporting Organized Recreation	Expenditures Reported
1906	$ 1,687.02	189	41	
1907	9,914.44	507	57	$ 904,102.00
1930	406,900.00	13,345	980	38,518,200.00
1939	215,309.36	8,836	1,204	31,911,048.00

Present Officers

John G. Winant, Concord, N. H., First Vice-President; Robert Garrett, Baltimore, Second Vice-President; Mrs. Ogden L. Mills, New York City, Third Vice-President; Gustavus T. Kirby, New York City, Treasurer; Howard S. Braucher, New York City, Secretary.

Financial Support

Contributions from 8,836 persons in nearly 1,000 communities, usually secured by local volunteer sponsors.

Field of Service

Out of 6,000 towns and cities in America only 1,204 reported recreation under leadership in 1939 for the Year Book.

Special studies and careful estimates indicate a need of many times the present leadership. Park acreage in seventy-five per cent of the cities reporting parks is below accepted standards. Only a small proportion of the boys and girls needing recreation service are getting it. Effective use of large public investment in recreation facilities depends upon energetic service of a national agency.

Services rendered are available only through this Association with its more than thirty-four years of successful leadership and proved capacity.

Products

Growth in education, health, safety, personality, happiness, mental power and character of children and adults.

Liveable and beautiful communities with parks, playgrounds, swimming pools, community centers, camps, drama groups, musical organizations, and other recreation facilities and activities.

The Young Women's Christian Associations

THE EDUCATIONAL and recreational programs of the Y.W.C.A.'s should be planned in accordance with the following objectives:

a. To assist the individual to discover for herself:
   (1) The spiritual purpose and ethical standards that should govern her life.
   (2) The interests and skills essential to the enrichment of her leisure.
   (3) Her relation to her work, her family, her friends and her community.
   (4) Her part in the movement to create a better society.

b. To combine the elements of education that encourage initiative and freedom for the individual with those that provide the values of group experience and foster a sense of responsibility for the social good.

c. To develop in groups of similar social background a consciousness of their common interests in relation to the good of society, and also to develop a reciprocal understanding and feeling of obligation between those of differing social experience through their common adherence to the Association's objectives.

d. To promote programs that will deal with the following subjects according to

This material on the educational and recreational program of the Y.W.C.A.'s presented here has been abstracted from the total program voted by the 1938 convention of the National Board, Young Women's Christian Associations.

the interest of those involved and the resources of the Association:

(1) **Religion.** The aim of the Y.W.C.A. is to encourage intelligent and active commitment to its purpose. The religious backgrounds found in both the membership and the constituency of the Y.W.C.A. should be taken into consideration in developing ways and forms for achieving this end. Such points as the following should be covered:

(a) Study and discussion of growth in the knowledge and love of God; of the bearing of the Christian religion upon social reconstruction; of the resources and materials of Christian history and literature, especially the New Testament.

(b) The Association believes worship, personal and corporate, to be central in religious experience. Attention is called to the provisions in the Industrial Study for the experience of worship through the church and individual devotion, as well as for such discovery and experimentation as new situations, special types of experience and younger members make desirable.

(2) **Health.** The health education program in the Association should include individual service on personal health problems; educational programs relating to health and recreation; activities that build health and develop skills in recreation and the provision of opportunities for continuing participation in these recreational activities. Responsibility for this program is shared by all groups in the Association. Such a program constitutes a legitimate cost to the Association and should be so budgeted. The emphases for the biennium will be placed upon the following subjects:

(a) Nutrition, relaxation and sex education.

(b) Work on community health problems and cooperation with public and private health agencies.

(c) The study of administrative practices in relation to program trends.

(3) **The Arts.** Programs in the arts, such as music, dancing, drama, crafts, motion picture appreciation, should be so developed as to provide for the individual new forms of self-expression and to reveal new insights into the social experience of the present and the cultural heritage of the past.

(4) **Family Relationships.** The ideals of family life, of the marriage relationship and of parenthood should be our ultimate concern in the program for all groups. But special consideration must be given to the immediate and pressing needs of young women, with direct reference to pre-marital problems and education.

(5) **Work Relationships.** The program should provide an understanding of the position and problems of workers and employers in relation to trends in society; of the laws protecting women at work; of the movements among workers for their own improvement; of the movement to raise the status of household employment through consideration of the problems of the employer and the employee and through promotion of voluntary agreements which conform to the standards suggested by the National Committee on Household Employment. The program should aim to help girls with their vocational problems and, where needed, should provide assistance through the employment of well-qualified vocational counselors.

(6) **Social Responsibility.** The program should develop understanding of the problems inherent in the present social and economic order that affect lives of women and girls and retard or block the building of a world community. Groups and individuals within the constituency should be encouraged to recognize their common problems and to work by the exercise of the franchise and by concerted action with other groups for the improvement of these conditions. The support of a positive program for peace should be considered basic in all such efforts.

Organized in 1906, the National Board, Young Women's Christian Associations of the United States of America, now has a membership of 422 community and 590 student associations. Headquarters are at 600 Lexington Avenue, New York. Emma P. Hirth is General Secretary. Primary phases of the program include building an educational and recreational program for the development and enrichment of the individual; serving girls and women through various forms of personal adjustment, through employment, through housing and food service; and working as a social force for a better society.

The Young Men's Christian Associations

YOUNG MEN'S CHRISTIAN ASSOCIATIONS are established at 1,288 points in the United States. These points are in cities (849), in small towns and rural centers (83), on railroad systems (127), on college campuses (192), and at army and navy posts (37). Local membership arrangements, while exhibiting certain common characteristics, are not uniform. The number of members and other registered constituencies was, at the end of 1939, 1,558,465. Sixty-five per cent or more of these would be between the ages of 12 and 30. Nine per cent (and a growing number) are women and girls. The organized groups through which many of the activities are carried on (*i.e.*, classes, clubs, teams, committees, etc.) had enrollments totaling 2,215,449.

The Y.M.C.A. program *on its educational and recreational side* consists of:

Vocational education courses, junior colleges, professional colleges, or "unit courses." (273 Y.M.C.A.'s offer some "formal education" opportunities; twenty-five having well developed schools, many of these with separate buildings, organized faculties, and degree-granting privileges.)

An extensive (and growing) program of "informal education" (organized groups under good leadership, but not part of a vocational or curricular program) dealing with the arts — dramatics, orchestras, choral societies, camera clubs and the like; problems of marriage and family life; citizenship, national and world affairs; travel; social and creative skills—writing, dancing, social etiquette, leathercraft and others; occupational interests and vocational adjustment.

Recreation guidance services in larger cities.

An extensive program of sports, gymnasium classes, and health activities.

A wide variety of informal social-recreational activities, an increasing volume of these for young men and young women together. (Dancing and out-of-door life are samples.)

Camping, hiking—on all age levels—with ownership of permanent camp sites by a considerable number of local Y.M.C.A.'s.

Aquatics, indoor and out, the greater number of city Y.M.C.A.'s having buildings with pools.

These education-recreation phases of the "Y" program are regarded by the Associations as valuable in themselves and as contributory to the aims of "developing Christian personality and building a Christian society."

Paid executive officers, activities directors, and supervisory staff number 3,801. A large and growing proportion of these are men with full professional training.

The Y.M.C.A.'s seek both (a) to build a membership, a fellowship, that will assume responsibility for self-leadership, and (b) to render as extensive a community service in all of the phases of program noted above as their facilities and the available resources permit. They seek to conserve the social values inherent in, or possible for, privately-supported organizations. They aim, as a matter of policy, to work cooperatively with other societies and agencies, and to bring constructive support to the growing program under public auspices supported by taxation.

Among present trends in the education and recreation activities of the Y.M.C.A. are: increased emphasis upon health and physical fitness; greatly increased emphasis upon informal education and social recreation for both sexes; enlargement of the program of education for citizenship; development of new standards in aquatic instruction and camping practice; greater adaptation to the needs and interests of industrial workers; decentralization of activities and leadership to neighborhoods and communities (in contrast with centralization of all activities in an Association-operated building); increasing volume of cooperative planning.

As young Americans are being brought together for military training, new branches of the "Y" are being established in communities near by the cantonments. Associations located in other towns and cities frequented by service men on leave—as also in centers of defense industry — are adapting their equipment and program to the new demands being made upon them. It is the purpose of the "Y" in these army and navy and industrial centers to help the men maintain normal educational, recreational, and community contacts.

Local Young Men's Christian Associations throughout the country are joined in a National Council that meets annually, and in continuing assemblies, councils, professional societies, and committees, which sustain national relations with other organizations and government departments. The National Council of Young Men's Christian Associations of the United States of America maintains headquarters at 347 Madison Avenue, New York City. The General Secretary is Eugene E. Barnett.

What They Say About Recreation

"THE RECREATION movement in America is one of our richest resources. It is not only a manifestation of our capacity for finding life in the face of pressing problems, but it is an example of how our normal forces may be used in times of emergency."—*Franklin D. Roosevelt.*

"After the people have been fed, housed, and clothed; when they have work and education and religion—then what about their leisure? For it is not by bread alone that a man lives, and whether a nation lives or dies depends on its wise use of leisure."—From *Board of Playground and Recreation Commissioners,* Los Angeles.

"Through recreation a person may find for himself a satisfying place among his fellows. He may cultivate the basic human virtues of courage, justice, patience, tolerance and fairness. He may learn to live happily among his fellows, to make his contribution to the good of all and to feel he is wanted and appreciated. These are basic needs of the social animal. In playing together people learn to live together and to be adjusted to the ramified and complex relationships which society imposes upon them."—*George Hjelte* in *The Administration of Public Recreation.*

"Let us constantly keep in mind that the power of a society to reform itself never grew out of institutions but out of inner determination resulting from initiative, character, and faith."—*Robert Ulich* in *American Youth.*

"Just as we are convinced that the task of the immediate present is not one of war but of preparedness for defense, we must recognize the need for recreation on an equal footing. There must not be any retrenchment of recreation, of music, of drama or sports, or any of these community morale building forces—for if there is such a retrenchment it will be responsible for weakening our country just that much more for defense."—*Philip L. Seman.* Ph.D.

"All cultivated art is based upon the art of the folk, which for sincerity of expression, directness of statement, and spontaneity of utterance has never been, and never can be, surpassed."—*Cecil Sharp.*

"Our constitution guarantees everyone life, liberty, and the pursuit of happiness. I am positive that those who drew up that document had in mind the idea that people should always have the right to enjoy themselves, and that no one should ever be given the privilege of buying out . . . all of the lands and waters, the forests and the mountains, for his own private use, thus depriving the rest of the people of their privilege of using them."—*Conrad Wirth in* 1940 *Year Book, Park and Recreation Progress.*

"I like to feel that after the present crisis our playground program will continue to be a contributing factor to Americanism through development of sounder minds and bodies for our children."—*Joseph F. Maley,* Steubenville, Ohio.

"Have you considered the destruction wrought by those who visit our parks and woods, and in return for the beauty they have enjoyed, leave behind broken branches, flowers torn up by the roots, and perhaps an unextinguished camp fire? . . . It is clear that we shall render real service to our country if we can give to the rising generation a sense of responsibility, of obligation to respect the rights and property of others."—*The Garden Club of America.*

"The fact of the matter is that recreation in and of itself is a good thing, and we are fortunate that it is still legal to laugh. Our concern shall be to keep fit to be free, but, above all, to keep fit to be free and to have fun."—*Charles E. Hendry.*

"It is the duty of society to harness all its forces and agencies, public and private, to do the job of recreation. It is fundamentally and to a very large degree a public responsibility resting on the shoulders of government on all levels, but particularly on the community level, in the same place, for the same reasons, and to an equally high degree as the responsibilities for education, health and safety."—*G. Ott Romney.*

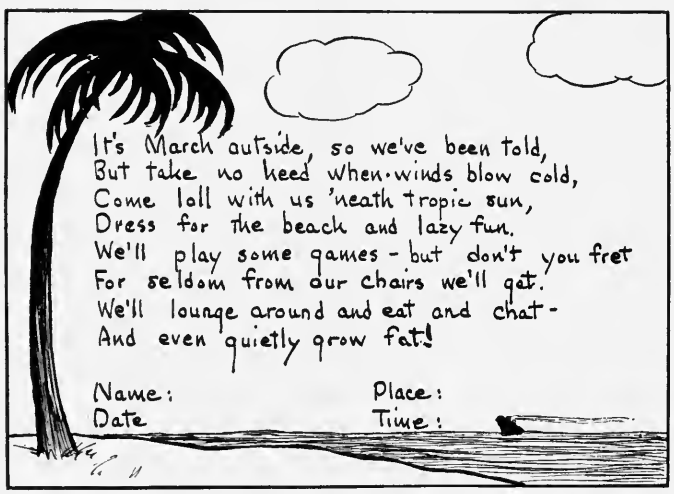
"I cannot see any other way to build the foundations of a democratic culture except by constructive educational systems which must include thorough-going use of leisure time." — *E. C. Lindeman.*

This Way to the Tropics!

By MARION G. KRON
National Recreation Association

AS THE THIRD month roars in like a lion and the cold March winds blow, only the inveterate winter sportsman fails to think longingly of soft breezes in sunny southlands. In these blustery days we need inspiration to tide us over until March calms down to lamb-like mildness, and what could be more fitting than a party that transports us, if only in imagination and if only for an evening, to a pleasant tropical clime?

To prepare for the party, dust off the metal chairs and tables that were in the yard, on the terrace, or in the sunroom last summer; hunt up deck chairs and gaily striped umbrellas—these furnishings will set the stage for a trip to Miami Beach, the Catalina Islands, Bermuda, or Waikiki. (Friends will be glad to contribute additional metal chairs and tables, deck chairs, umbrellas, and umbrella tables.)


It's March outside, so we've been told,
But take no heed when winds blow cold,
Come loll with us 'neath tropic sun,
Dress for the beach and lazy fun.
We'll play some games - but don't you fret
For seldom from our chairs we'll get.
We'll lounge around and eat and chat -
And even quietly grow fat!
Name:
Date
Place:
Time:

This invitation is bound to arouse the interest and curiosity of your friends

Palm tree cutouts (brown wrapping paper for trunks, dark green for leaves) on the walls contribute to the atmosphere. With a little ingenuity, green paper and open umbrellas will make effective palm trees. For novelty, cut strips of "waves" from blue paper and place them against a side wall.

Place the beach umbrellas and lounging chairs with small tables beside them in a casual arrangement about the party room. Some brightly colored beach balls and rubber "water animals," though not necessary, make a definite contribution to the atmosphere.

Awnings made of colored strips of paper hung over frames on the inside of the windows will help promote the outdoor illusion.

Make the southlands "sunnier" by placing yellow cellophane over the lights or by using orange and yellow bulbs. You may want to have a mellow tropical moon for atmosphere later in the evening. A circular hole (covered with yellow cellophane) in a backdrop hung across one end of the room will provide a moon. Light it from below with a bulb of low wattage placed behind the backdrop. A similar effect can be obtained by placing a light behind a barrel hoop covered with yellow cellophane.

Tropical Prizes

Leis or garlands of flowers are usually associated with the tropics. Leis made of brightly colored crepe paper would make appropriate party prizes. These should be approximately thirty-four inches long. Use crepe paper in strips two inches wide. Cut each strip into points top and bottom, almost to the center line, making them alternate rather than exactly opposite. Cut off the proper length of an individual lei, with an extra allowance for gathering. Gather through the center on the sewing machine, leaving long ends of thread at either extremity. Twirl the lei to make it look full and tie the ends of thread together.

The Guests Arrive

When guests arrive they are greeted by a sign on the door: "This Way to the Tropics." Upon entering they find themselves in the Cave of the Winds—a dimly lighted room decorated with serpentines and streamers blowing from electric fans.

The four sides of the room are labeled "North," "South," "East," and "West." If possible, have guests enter from the "North"; in all events they must exit through a door toward the "South." In the Cave of the Winds they are to leave coats,

hats, and all other accouterments of winter, in preparation for their tropical jaunt. (A lobby makes a good Cave of the Winds.)

It will probably be necessary to arrange for dressing rooms, decorated with palm tree cut-outs; here guests may don any articles of their beach clothing which they could not wear to the party—beach sandals, broad-brimmed hats, robes, sun glasses. (If this feature is undesirable, the invitations might ask guests merely to dress for hot weather in light summery clothes. There would then be no necessity for dressing rooms.)

The guests, in slacks, beach coats, play suits or other summer apparel, are directed to the party room by signs reading "To the Beach."

Pre-Party Games

This is definitely not the kind of party to start off with the proverbial "bang," but the early arrivals must have some way to amuse themselves until all have assembled. Think of the promise in the invitation, and plan something lazy for the pre-party games. Accordingly, the newcomer might find other early guests stretched out in beach chairs under the "sun" and blowing soap bubbles or making clothespin mannikins.

Bubble Blowing. To make a solution for soap bubbles, fill a fruit jar two-thirds full of water; add finely shaved castile soap, four tablespoons of glycerine, and a teaspoon of sugar. Shake well, strain through a cloth, pour back into the jar, and let stand an hour or two.

Bubbles may be blown with clay pipes which can be purchased in lots or with straws. For a straw pipe, make four half-inch slits in one end of a straw and spread the cut parts.

The small tables beside each chair now demonstrate their usefulness. Cups of soap solution and pipes are placed beside each guest. The players may be competing in blowing the biggest bubble, the smallest bubble, the prettiest bubble, the bubble that travels the greatest distance or lasts the longest. Certainly there is no more languorous activity than bubble blowing!

Clothespin Mannikins. Some guests may be amusing themselves with clothespins, scissors, paste, bits of wool and colored cloth—materials that have been placed on other small tables. The object is to represent themselves as dressed for a March evening in the frost-bitten northern countries. This is another contest that doesn't take much effort but that is a lot of fun.

The Party Begins

The chairs arranged around the room provide a rough circle, so it is not necessary to rearrange them for circle games.

Find the Leader. In this game a player who is "It" is sent from the room. He returns to find the players performing some motion (perhaps nodding their heads). The leader, selected while "It" was out of the room, slyly starts another motion and all immediately imitate him. If "It" finds which person is the leader, the two exchange places.

Vocations. Each player takes a vocation, as does the leader. The leader in the center of the circle pantomimes working at his vocation and all of the players work at theirs. When the leader shifts to the trade of one of the players—as he frequently does—that player takes the leader's trade while the others in the circle remain quiet. (As a variation they may pantomime the leader's vocation.) It is only when the leader returns to his own trade that all present again pantomime their own. If the leader catches a player in a mistake, the player must change places with him.

Some vocations and pantomimes are: seamstress—sewing; artist—painting; cook—kneading dough; carpenter—hammering; lumberman—sawing; stenographer—typing; author—writing.

With Paper and Pencil

A Dog Bays at the Moon. It may be wise to divide the players into several groups so this game will not lag. Divide them as they are sitting around the room, because it wouldn't be fair to ask them to move their chairs!

Paste the letters B, H, E, W, T, and M on the various sides of a block of wood. Show a sketch of a dog baying at the moon to the players, explaining that the magic block will direct them in drawing similar pictures.

Distribute pencils and paper to each player and give each group a block with the above letters on it.

The players take turns in rolling the block on the floor. No one can start his drawing until B—representing body—comes up. When H is on top, the head is drawn. The other letters represent ear, whiskers, tail, and moon. Naturally the player cannot add whiskers and ears until the head has been drawn. A player may roll three times in succession if he rolls letters that he can use. Otherwise, after one throw, he must pass the block on.

The group in which three players first complete their pictures is the winner.

How's Your Memory? Spread on the floor in the middle of the room (or in the midst of each group) twenty objects such as a thimble, shoe horn, blotter, button, fountain pen. The players have just sixty seconds to study the assortment before it is removed.

Each person writes down as many of the objects as he can remember in three minutes. The collection is again placed on the floor, and the players give themselves five points for each correct item. A total of 90 is exceptional; 80, very good; 60, good; 50, fair. However, those below 50 can claim that they are merely following party directions by being lazy!

A Question of Gender. This game may be based on individual or team scores. If teams are used, they may be composed of small groups as above, or may consist of two teams—the guests on one side of the room against those on the other side.

The players learn that the list to be given to them contains only "masculine" words. They are to find the feminine equivalent within a specified length of time. The individual or team with the least number of mistakes is the winner.

The list might contain the following words:

bull	cow	chairman	chairwoman
rooster	hen	couturier	couturiere
drake	duck	patriarch	matriarch
fox	vixen	aviator	aviatrix
buck	doe	Pierrot	Pierrette
stallion	mare	lord	lady
gander	goose	sultan	sultana
tiger	tigress	tsar	tsarina
master	mistress	abbott	abbess
masseur	masseuse	duke	duchess

A Matter of Intelligence. This game also may be based on individual or group scoring. After concentrating on providing the right answer, players will find a game which requires them to mark down the wrong answer particularly disconcerting. The statements are to be marked "True" or "False" in reverse order. (If the statement is true, the players write "False" and vice versa.) Here are some examples:

1. The moon is made of green cheese. True
2. In the nursery rhyme the cow jumped over the moon. False
3. In the same rhyme the cup ran away with the spoon. True
4. Because it is south of the equator, the South Pole is hot. True
5. It never snows in Texas. True
6. A plane travels faster than an automobile. False
7. Bananas are good to eat in Russia. False
8. Green apples aid digestion. True
9. The sun never sets at the North Pole. True
10. Coral is composed of the skeletons of animals. False

After scores have been totaled for this game, collect the pencils and paper and put them away. Whether the guests realize it or not, it is time for them to get some exercise!

Active Games, Races, and Relays

Foolish Facts. By now even the laziest tropical visitor will want to stretch a bit—and here is the game that will give him his exercise for the evening.

Doubly confusing after the previous game (try to group these together in planning the program) is "Foolish Facts," in which players make their response by action.

A cardboard sign reading "Right" is hung at one side of the room and another saying "Wrong" is placed on the other side. The leader reads a fact from this list. By going over to the proper sign, the players signal whether the statement is right or wrong.

After the players have chosen their sides (and some will keep dashing from one end of the room to the other as they change their minds) the leader reads the answer—and the laugh is on those under the wrong sign. The leader then reads another fact and the game continues.

Here are a few "dubious" facts:

1. The left foot of right-handed persons tends to be slightly larger than the right. Right. (For left-handed individuals the reverse is generally true.)
2. Dinosaurs were all carnivorous creatures. Wrong. (Some members of the dinosaur family were strict vegetarians.)
3. America contains approximately 95% of all the bathtubs in the world. Right. (This statement was issued by the United States Chamber of Commerce.)
4. South of the equator all climbing vines twine from right to left, but north of the equator they twine from left to right. Right.
5. Brown eggs are less nutritious than white ones. Wrong.
6. The custom of handshaking originated in ancient times when it was necessary to show that one carried no weapon in his hand. Right.
7. A pound weight and a half-pound weight dropped off a roof at the same time will reach the ground simultaneously. Right.
8. A camel can go without water for weeks. Wrong. (The longest is five days.)
9. The only remaining wonder of the "Seven Wonders

of the Ancient World" is the pyramids of Egypt. Wrong. (The Sphinx was also one of the seven.)

10. The bark of a dog is a development of civilization. Right. (Wild dogs, wolves, and other members of the canine family yap and grunt, yelp and howl, but they never bark.)

Most of the guests will be exhausted after this show of athletics and will be glad to sit down for a quiet relay.

Lazy Relay. This "Lazy Relay" really lives up to its name. Those on one side of the room may compete in this game against those on the other.

Give each player a glass of lemonade and a straw. At the signal, the head player on each team starts drinking his lemonade through the straw. When he has finished, he bends the straw over the side of his glass and number two on his team starts drinking. The side finished first wins the race. (This relay would be particularly good for a small party.)

Card Passing Relay. Two or more teams may be used in this game. The first player on each team receives four playing cards. At a signal, he places a card between each of the five fingers of the next player's left hand. The team in which the last player first receives the four cards is proclaimed the winner.

Pin Race. This contest doesn't require skill and it provokes a lot of laughter. Cut a paper of pins into strips, pull the pins from each strip, and place the pins in small containers.

A bowl of pins and an empty strip is placed beside each player. On the signal everyone picks up his strip and inserts the pins in their proper holes. The first person with strip and pins intact is the winner.

Shamrock Race. Even if this March party is tropical in nature, we should not forget that March contains a day set aside for St. Patrick, the patron saint of Ireland. This game is in his honor. Make shamrocks of heavy cardboard with a small hole through each stem. Insert a length of heavy string through the hole in a shamrock and fasten the string to the rung of a chair at the height of the hole in the shamrock from the floor. Each player, on the signal, moves his shamrock along the string by leaning it from him (stem resting on the floor) and working the string back and forth.

Walking to Dublin. Here is another Irish game. For this and the following game, individuals should be selected to represent their teams.

Stretch a length of string across the floor. Give the "traveler" a pair of opera glasses to aid him in his trip to Dublin. He must place heels and toes exactly on the string, guiding his steps by looking through the large end of the glasses. If he makes an error or steadies himself by touching the floor with his free foot, he must hand over the opera glasses to the representative of another team.

Slow Motion Race. Contestants line up at the starting place with their backs to the goal, fifteen feet away. At the signal they walk backward toward the goal line. The object is to see who can be the last to cross it. No player is allowed to stop even for the fraction of a second, and each must follow as direct a route as possible.

Pack a Picnic Supper

It would not be in keeping with the spirit of a tropical party to have the guests gather around a table for formal refreshments. Even buffet service seems out of place. A "picnic supper," on the other hand, fits right in with the beach chairs and umbrellas.

Refreshments might consist of assorted sandwiches, a cold drink, cupcakes, and fruit. If the size of the party permits, pack individual picnic boxes for the guests. (Slip the sandwiches into waxed paper bags, wrap a piece of fruit and a cupcake separately in waxed paper, and pour the cold drink into a cardboard container.)

A portable phonograph has added to the enjoyment of many a beach party. One might be used appropriately at this party while the guests are eating.

Sing a Round of Songs

After all have enjoyed the picnic box refreshments, turn on the "moon" at the end of the room and extinguish the other lights to set the atmosphere for the group singing that follows.

This portion of the party program may be introduced by a game, if desired. Two or more teams are necessary. The leader quotes a phrase from a song and the players sing the following line. The object is to see which team first recognizes the selection and gives the correct reply.

These suggestions may be used:

1. Soft o'er the fountain
   Ling'ring falls the southern moon
2. Now 'neath the silver moon
   Ocean is glowing

(Continued on page 696)

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

AMATEUR Scientists. New directory of 287 groups under the title "The Layman Scientist in Philadelphia," by Dr. W. Stephen Thomas, editor, Philosophical Society. Included are 32,000 persons, 72 places, 120 courses in 19 science fields.

Birds. "Wings at My Window," Ada C. Goven. Macmillan Company, New York, 198 pp. $2.50. Story of a sick woman who found her way out through an interest in birds.

Children's Museums. On January 17th there was a meeting of representatives from children's museums at the Brooklyn Children's Museum. One of the sections at this conference discussed "The Contribution of Children's Museums to Leisure Time Activities."

Clubs. The Westinghouse Electric Company in 1941 will aid 700 science clubs in 46 states for 21,000 science students of high school age. A "science workshop" for youth, the first of its kind in the country, will be built in New York City. It is an outgrowth of the Student Science Laboratory at the New York World's Fair. Equipment will be provided for research by teen age students who will originate their own experiments. The American Institute of the City of New York publishes the *Science Observer,* a national monthly magazine, and bulletins for members.

"Conservation Library," twelve bulletins, four of them available free, prepared by the U. S. Office of Education, Washington. They suggest conservation excursions and visual and auditory materials available.

"Desert Wild Flowers," Edmund C. Jaeger. Stanford University Press, California, 1940. $3.50. Result of twenty-five years of trekking. Describes and illustrates 764 plants. A good companion for desert travelers.

Electricity. "The Boy Electrician," Alfred Morgan. Lothrop, Lee and Shepard, New York, 403 pp. $2.50. "How to make it" for "boys" of either sex.

Flower Gardens. The largest Chinese city outside of China is in San Francisco where 20,000 Chinese live in an area of 12 blocks. Laundries and flower gardens on the roof are characteristic Chinatown scenes. A new housing project will take advantage of such practices and will provide for them through careful design and efficient modern planning.

Forest. About 4,000 acres of virgin hemlock-beech forest have been set aside south of Ludlow, Pennsylvania, by the U. S. Forest Service for the education and recreation of the public. It is the largest primeval forest in the East. For further information write Allegheny Forest Experiment Station, Philadelphia.

Forests. "Living and Forest Lands." Miscellaneous publication, 388, U. S. Department of Agriculture, Washington, 1940, $.10. A guide for study groups interested in social aspects.

Forests. "What Forests Give," Martha B. Bruere. U. S. Forest Service, Washington, 1940. Includes recreation as well as other wealth. Dedicated to boys and girls of the coming generations.

"Greenland Lies North," William S. Carlson. Macmillan Company, 306 pp. $3.00. The chapter heading "Week-ending with Eskimos" suggests the recreation flavor.

Herbs. Herb gardens may be seen at Westfield, Mass.; Colonial National Park, Va.; Historical Park, Morristown, N. J.; and at George Washington Birthplace National Monument, Wakefield, Va.

History. "Coronado's Quest," discovery of the Southwest, A. Grove Day. University of California Press, 418 pp. $2.50. A narrative.

"Insects," A Book for Beginners, James G. Needham. Jaques Cattel Press, 129 pp. $1.50. Excellent for young folks. The fact that Dr. Needham is the author guarantees the quality and an easy style.

Literature Gem.

How dead the vegetable kingdom lies!
How dumb the tuneful!

—*James Thompson,* Scottish poet (1700-1748)

Whether or not this is true in your community may depend on the Recreation Department.

"Microscopic World," Frank Thone. Science Service, Washington, 245 pp. $3.00. The truth in picturesque language.

Minerology. "Jewels and Gems," Lucile Saunders McDonald. Crowell Publishing Company, New York, 288 pp. $2.00. Popular, with anecdotes.

Nature Education on a state-wide basis is being planned for the State of Connecticut by the State Board of Education, the State Forestry Department, the State Board of Fisheries and Game and the University of Connecticut.

National Parks. In the 162 Federal park areas the government is waiving all entrance charges to the uniformed men of the army and navy. This step is based upon the belief that appreciation of this natural heritage is of vital importance to those who may some day be called upon to defend our country.

"Nature Handbook for Sportsmen and Conservationists," Horace L. Poole, 1954 Ellis Street, Dubuque, Iowa. $.30.

Oak Park, Illinois. The Playground Board reports the following nature projects which we summarize: child-raised flowers for hospitals, a child-built bird sanctuary with bird service stations, summer greenhouses for preschool playground groups, tours to the Forest Preserve. These are surely steps in the right direction.

Park Naturalists. Through the efforts of the Conservation Department of the State of Tennessee, the Tennessee Recreation Association was recently organized. In the Nature Section at the last conference, it was voted to recommend the employment of naturalists in natural park areas.

North Carolina had a paid naturalist in one of its state parks for the first time last summer. South Carolina has plans for several naturalists in its state parks for next summer. The state parks of Florida are experimenting with conducted tours through state parks in a state-operated bus. This project has developed as an effort to encourage people to get out of their own cars to see the interesting parts of the parks.

Peppermint. Does mint grow in your neighborhood? It may be recognized by its square stem as well as odor. The mint oil is obtained by distilling. If interested in chemurgy write National Farm Chemurgic Council, 50 West Broad Street, Columbus, Ohio.

Photography. "Under Sea with Helmet and Camera," A. F. duPont. Dodd, Mead and Company, New York, 87 pp. $2.50. Interesting experiences.

Planetarium. "Pinpoint Planetarium," Armand N. Spitz. Henry Holt, New York, 86 pp. 1940. $2.00. How to make a miniature planetarium with scissors, paste and a pin.

"Science and Everyday Life," J. B. S. Haldane. Macmillan Company, 284 pp. $2.00. Seventy popular newspaper articles by a British scientist who makes them readable. Includes such subjects as Nature's Speed Limits and Why Marriage Is a Lottery.

Scientists. In 1939 there were 41,912 U. S. government scientists. Scientists arrange facts in systematic order. There were 1,335 chemists, 1,015 entomologists and plant husbandmen, 780 mathematicians, 640 *naturalists and zoologists most of whom work outdoors,* and 445 science writers.

Sex. "The Wonder of Life," Dr. M. I. Levine. Simon and Schuster, New York, $1.75. Biological story for children past ten.

"Shrubs in the Garden and Their Legends," Vernon Quinn. Stokes Publishing Company, New York, 308 pp. $2.50. Should make shrubs more interesting.

State Bird and Tree. Massachusetts and Connecticut are the only states not having officially named state birds. About a dozen states have no state tree. The Massachusetts Audubon Society is making an effort to have every one interested vote for his preference. The society will then present a bill for the most popular bird and tree to the General Court for official action.

Town Forests. The first regional town forest conference was held at Springfield, Mass., last fall. Fourteen states were represented. Resolutions included the suggestion that a community forest should grow out of local interest and meet local needs. Suitable tax delinquent land may be used to create a new community forest.

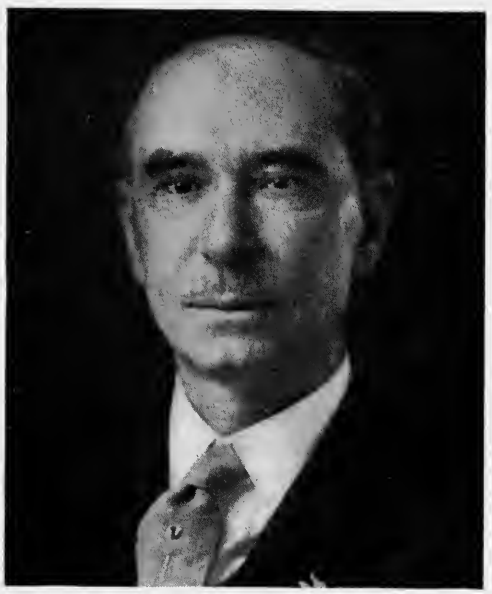
Training Courses. The conservation department of the State of Michigan conducts each year a two-day training conference for the conservation chairmen of the Federated Garden Clubs of the state. At the 1940 meeting held at Petosky, Michigan, in October, it was decided to assist the state parks in developing naturalist programs.

Plans are now being formulated for a short two weeks' training course for local nature leaders to be held next spring at the Otter Creek Recrea-

(Continued on page 697)

John Bradford

A Leader in Rural Recreation



OF HIS OWN accord John Bradford came to the National Recreation Association and announced that he had decided he wanted to spend his years working within the Association. For nearly twenty years in the Association he did what he wanted most in all the world to do. He was deadly in earnest about the work. All of his superb energy was mobilized. He carried a note of triumph. Always he was a pioneer.

For several years he served effectively as a district field worker. When the Association established its rural recreation program, John Bradford was asked to assume the leadership and did so with his usual enthusiasm. All that he had he gave for the following thirteen years to this task. He liked rural people and rural people liked him. He made many, many friends. He helped rural leaders to understand the real meaning of recreation. He carried with him the spirit of joy and fellowship. He had great loyalty to the National Recreation Association. He believed in it. Always he worked through it to build a non-institutional movement that would abide. He did not try to build new rural organizations. Rather he helped leaders already in the open country to gain the skills and the knowledge and develop the power to serve as volunteers without pay in giving recreation leadership in the farm areas. Leaders he trained continued working together for years after the institutes, and often met together informally to perfect their work.

John Bradford had little publicity for himself. Much of his work was done under the Extension Division of the Department of Agriculture. He worked closely with the state agricultural departments, as well as with numerous other public and private rural agencies.

His leadership was so outstanding that rural areas were willing to schedule his institutes more than two years in advance! A two-year limit had to be placed on the institutes accepted for him and for his associates.

Under his guidance more than 76,000 persons had been given institute training in recreation leadership so that as volunteers they could serve in their own rural neighborhoods. Several whom he had trained had themselves trained others. Many attended his institutes for a series of years.

Of course, it was never possible to separate the work of Mr. Bradford and Mrs. Bradford. They worked together as one person. They traveled continuously together from state to state. They worked in nearly every state in the Union. The whole United States was their home and they kept no home in any one city. They sought nothing for themselves. Rural life in America today is different because of the ability, the devotion, the earnestness, the genius with which John Bradford and his wife served these many years.

Few men have rendered more outstanding service to their generation than John Bradford. He lived in modern times much the same type of life lived by the traveling bishop of old, except that he used trains and autos instead of riding horseback. His message was more abundant life, and he himself lived out his message.

When John Bradford died on Sunday, December 8, 1940, after a brief illness, he left a vacant place that no one else could fill.

How Does Your Garden Grow?

Some timely reminders for garden clubs and other groups promoting gardening in their communities

By JOHN CAMPBELL
National Recreation Association

February Reminders

BEGIN TO DRAW up definite plans for demonstration, group, tract and home garden projects.

Estimate seed requirements and order seeds from a reliable firm. Several companies put up very satisfactory penny packets of seed for children.

Take up the study of plant parts and their functions — roots, stems, leaves, flowers, and fruits. Point out parts of vegetable plants which are used for food.

Identify and correctly label the shrubs and trees in a particular area.

Learn a few interesting facts about rocks, soils and minerals.

Carry on map study showing the native habitat of different plants, shrubs, and trees.

Prepare a class book of pictures from magazines and catalogs showing how homes may be attractively landscaped.

Plan to make up a list of sources where technical garden information can be secured.

All garden project applications and enrollments along with the small garden fee should be turned in to the garden instructor before the end of the month.

Make up and letter labels for garden plants, trees and shrubs.

Activities for March

Study methods of soil preparation and fertilization of the soil. Include soil erosion study.

Plan to have a soil analysis made by the State Agricultural College or some experienced person before making applications of commercial fertilizers.

Demonstrate methods of planting seeds. A garden plot may be laid out on the floor to accomplish this.

Cut branches of forsythia, pussy willow, Japanese quince, red bud, mock orange and other early spring shrubs which may be forced for indoor bouquets.

Start hotbeds or flats in the house for early seedlings. A few of the things that might be started now are: *Annual flowers* — verbenas, ageratum, petunia, dianthus, lobelia, etc.

Vegetables — pepper, tomato, eggplant, early cabbage and cauliflower, broccoli, head lettuce.

Learn the names and uses of garden tools. Have these tools on hand so they may be closely inspected by club members.

Consider methods of propagation, placing most stress on seeds, cuttings, and divisions.

Conduct seed testing experiments and make germination counts.

Take up transplanting, thinning, cultivating and staking practices. These can be reviewed again in the field.

Ask the cooperation of local merchants in setting up garden exhibits in store windows.

Planting in April

Watch the season and plan your plantings accordingly. If it seems to be particularly wet and cold, withhold plantings outdoors, for nothing is gained by hurrying a season of this type.

If the soil is workable late this month, radishes, carrots, beets, kohlrabi, onion sets, peas, parsley, parsnips, spinach and other early season vegetables may be planted.

With the opening of tree buds, some hardy annual flowers such as larkspur, alyssum, calendula, California poppy, candytuft and others may be seeded outdoors. Never work in soils while they are wet.

As soon as the weather settles, plants such as cabbage, broccoli, and lettuce, which have been sufficiently hardened off may be transplanted outdoors.

(Continued on page 698)

During the current year *Recreation* will publish periodically practical hints and garden "reminders" which, it is hoped, will be of assistance to garden clubs and similar groups. We shall be glad to have your suggestions as to how this proposed column can be made more helpful.

World at Play

Puppet and Marionette Theater in New York

By December 21, 1940, the recently formed troupe of New York City's Park Department Puppeteers had given ten of a series of twenty-seven performances of "Jack and the Bean Stalk." The ten shows were given to the playground children at designated locations in the boroughs of Manhattan and Brooklyn as part of the Christmas season's recreation program. Each of the productions, consisting of three acts and lasting approximately fifty minutes, was produced and staged with precision and skill. Parents as well as children were captivated by the shows and joined the children in asking for additional performances.

A "Fitness and Fun" Drive Conducted

At forty of the centers sponsored by the Playground and Recreation Department of Los Angeles, California, men holding draft registration cards have been invited to join free physical conditioning groups designed to build up their health, strength, and stamina. The city's recreation directors have worked out a special program for the benefit of those who join the new groups in which exercises, marching, and drills will be supplemented by games, stunts, sports, and possibly hiking and other out-of-door activities to add recreation and good fellowship.

Treasure Trails for Camp Fire Girls

For their special national project this year, the Camp Fire Girls have chosen to stress an appreciation and enrichment of the cultural treasures of the world. Called "Treasure Trails," this project deals with the trails of creative art which converge on America from all corners of the world, as well as those trails leading into the future which every girl may help to blaze. At a time when destructive forces are rampant, the Camp Fire Girls feel it is more important than ever to preserve and stimulate the arts which have universal values. The project accordingly is concerned with a constructive effort to protect and increase our cultural treasures in the fields of poetry, music, painting, sculpture, drama, and the dance. Exploring America's cultural heritage by investigating the art of an ancestor's native land, studying the various national influences coloring the art of one's home town, or examining the art of a neighbor country — these are some of the trails the Camp Fire Girls will follow in 1941.

Where Romance Is Encouraged!

In Minneapolis a fiscally-minded alderman urged parking meters for boulevards and lakesides favored by automobile spooners. City fathers spurned the plan, and Park Superintendent C. A. Bossen cried: "We have to encourage romance, not make it an expensive luxury!"— From *Time* magazine.

Bikers and Hikers of Milwaukee

At the close of the official bicycling season in Milwaukee, Wisconsin, the Muni Bike and Hike Clubs held a hobby show on December 2, 1940. This made it possible for each member of the clubs to see what the other mem-

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bers enjoy doing in their free time. The Muni Bike Club and the Muni Hike Club conducted by the Department of Municipal Recreation of the Milwaukee Public Schools combine to publish each month a mimeographed bulletin entitled *Muni Hiker-Biker.*

Outdoor Fun at Lake Carl Blackwell—The Lake Carl Blackwell area in Northern Oklahoma, eight miles west of Stillwater, is a unique recreation center comprising 21,000 acres of water surface, rolling grassland, wooded hills, and rocky canyons. Nearly a square mile of land is devoted solely to recreational uses, and most of the 3,300 acre lake surface will be available for recreation. There are eighteen overnight cabins for campers on the lake shore and a group camp of twelve cabins which provides places for outings for groups of from 25 to 150 children or adults. Shady sites with rustic tables and fireplaces are reserved for picnicking. Long open reaches of water, combined with several branches, make the lake one of the few good boating locations in Oklahoma. Private boats of various types may be rented at low rates. The Lake Carl Blackwell Cooperative Land Use Area, of which the lake and its recreational opportunities are a part, is a tract managed by the Oklahoma Agricultural Experiment Station, Oklahoma A. & M. College, under agreement with the United States Department of Agriculture, Soil Conservation Service.

"Fees and Charges for Public Recreation"—From the Government Printing Office, Washington, D. C., copies are still available at forty cents each of the important study made by the National Park Service entitled "Fees and Charges for Public Recreation—A Study of Policies and Practices."

Meet-a-Body Club Ten Years of Age—The Cincinnati, Ohio, Meet-a-Body Club for those who want to increase their social contacts has now been in operation for ten years, according to the report of the Public Recreation Commission for 1939. The Club has had one social event each week including visits to other cities, week-end trips to parks within a hundred miles of Cincinnati, and visits to practically every place of interest locally within easy bus or train distance. In addition, hobby groups such as music, drama, and dancing have been encouraged. During 1939 the Club presented a minstrel show and a musical skit which were very successful.

The Nation's Children—The "Annual Report on the Nation's Children" appeared in the January, 1941, issue of *Parents' Magazine.* In this number the United States Commissioner of Education, John W. Studebaker, Surgeon General Thomas Parran, and Katharine F. Lenroot, Chief of the United States Children's Bureau, have summarized the progress in child health and child welfare for the preceding twelve months and reported on plans for vocational education in relation to the national defense program.

Although almost every other important aspect of our national life is subject to periodic examination and analysis, George Hecht, President of Parents' Institute, Inc., points out, the state of our most vital national resource — the nation's children—has never been annually surveyed for those most vitally interested—their parents. "It is important," Mr. Hecht continues, "to stress the fact that no nation is prepared to defend its future unless it can point with pride to the provision it makes for the welfare, happiness, and education of its children."

Copies of this issue of *Parents' Magazine* may

An Easter Seal Sale

THE NATIONAL SOCIETY for Crippled Children will conduct its eighth annual seal sale March 21 to April 13, 1941.

There is a story behind this announcement. In 1921 Edgar F. Allen founded the International Society for Crippled Children which at first was composed entirely of organizations within the United States and Canada. Later other nations began to affiliate with it, and in 1939 it became necessary to organize a National Society for Crippled Children to represent the United States and to affiliate with the international organization. To avoid confusion, the latter is now known as the International Association for the Welfare of Cripples.

To finance the program of the National Society and its affiliated state organizations, in 1934 a seal was devised for sale. The next year it was decided to associate the seal with the idea of Easter and the dawn of new hope. Now, in 1941, the Easter seal has become traditional, and the idea has spread from Coast to Coast. Further information regarding the seals may be secured from *The Crippled Child,* published in Elyria, Ohio.

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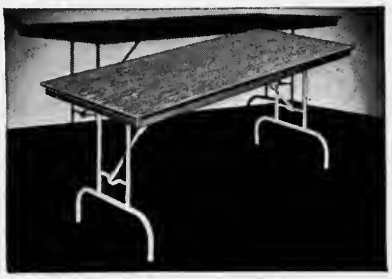

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be secured from the Parents' Institute, Inc., 52 Vanderbilt Avenue, New York City, at 25 cents a copy.

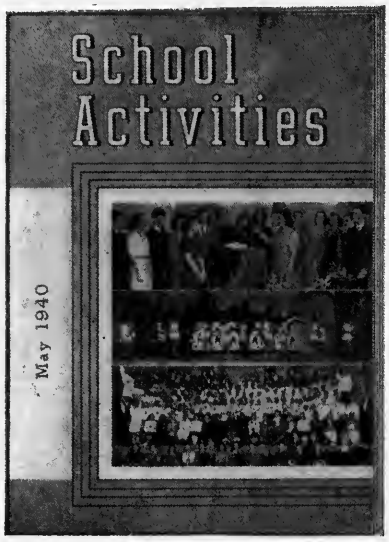
Recreation for Canadian Flyers—The Y.M.C.A. has worked out a comprehensive play program for the members of the Royal Canadian Air Force. A report of one week's leisure activities by the Canadian flyers includes officers' softball, ping-pong tournaments, boxing and wrestling training, group singing and motion pictures, soccer games, tennis tournaments, cribbage, challenge track relays at 440 and 880 distances, bingo tournament, checkers and chess, wrestling show, bridge and euchre. The general sports program for Saturday morning offered volleyball, boxing, softball, soccer, wrestling, horseshoes, tug-o-war, track and field and tennis.

Eighth National Folk Festival—The eighth National Folk Festival, sponsored by the Washington Post Folk Festival Association, will be held May 1, 2, and 3, 1941, at Constitution Hall in Washington. There will be two divisions. The first will include the singing and playing of traditional folk music, ballads, folk songs, sea chanteys, river songs, Indian songs, cowboy ballads, work songs and spirituals. There will also be performances on the fiddle, dulcimer, banjo, guitar and harmonica, as well as instrumental presentations by groups. Second, compositions, choral and individual, based on American folk music will be rendered. There will be a handicraft exhibit in connection with the Festival.

Sarah Gertrude Knott, founder and director of the Folk Festival, will be glad to hear from any groups wishing to participate in the Festival or desirous of securing further information about it. Miss Knott may be addressed at 101 Munsey Building, 1329 E Street, Northwest, Washington.

National Boys and Girls Week—National Boys and Girls Week will be celebrated this year from April 26th through May 3rd. The following designations for the various days have been made: April 26th, Recognition Day; April 27th, the Day in Churches; April 28th, the Day in Schools; April 29th, Vocational Day; April 30th, Health and Safety Day; May 1st, Citizenship Day; May 2nd, a Day in Entertainment and Athletics; and May 3rd, a Day Out of Doors and Evening at Home. Information and material helpful in celebrating the week may be secured from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Illinois.

Safety Education Association Meets—New developments in safety education, driver education, and school liability will be discussed at the Second Annual Conference and Luncheon of the Safety Education Association which will be held on February 26 at the Ritz Carlton Hotel at Atlantic City in connection with the annual conven-



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tion of the American Association of School Administrators. The program will open at 9:30 A. M. under the chairmanship of Dr. Herbert J. Stack, director of the Center for Safety Education at New York University, from whom further information may be secured.

New Play Areas for Dubuque—Two projects long sought for by the citizens of Dubuque, Iowa, became realities in November, 1940, when the City Council meeting in special session passed a resolution authorizing the purchase of the Bush property for park and recreational purposes and designating the property as a memorial of two of Dubuque's prominent citizens — the late William B. Allison, United States Senator, and David B. Henderson, at one time Speaker of the House of Representatives. The tract, which includes a piece of property purchased twenty-five years ago by the city, now includes about five and a half acres. This property is the second to be secured within a period of six months, for in July the Department of Recreation purchased fourteen acres in the south end of the city for another major playground. This will constitute the city's third major playground for all year-round purposes, Comiskey Field having been purchased in 1928 for $28,500.

Detroit Goes Indoors to Play — More than one hundred play and hobby centers have been opened by the Detroit Department of Recreation for the fall and winter season. The facilities of fifty-nine schools, staffed by 265 trained leaders and WPA assistants, are being used to supplement regular community centers. Branch libraries, church and settlement houses, hospitals and orphanages will share in the city-wide recreation program. Three cooperative hobby centers for adults provide classes in physical activities, creative work, hobby groups, and social recreation. Special daytime classes are planned for mothers whose children are in school. Recreation programs in the schools include children, high school youth, and adults. Activity begins immediately after school hours and continues until 10 P. M.

C. J. Atkinson Memorial—The Harlem Center of the Children's Aid Society of New York opened on the first of May. As a memorial to C.

Mrs. John M. Glenn

VERY MANY PERSONS have contributed to the building up of the National Recreation Association. One of the early friends who stood by through the years was Mrs. John M. Glenn, who died in New York City on November 3, 1940. In her own experience she had seen the part which recreation plays in building gracious and permanently satisfying living. Few persons possess such riches of inner resources for living as she had, and it was only natural that she should understand and support the national recreation movement.

For nearly thirty-five years she was interested nationally and locally. From 1908 to 1912 she served as a member of the Board of Directors of the National Recreation Association.

Because of her sympathetic support better work was done by the Association. Mrs. Glenn's deep religious faith gave her a steadfastness, a courage, a long time view which brought strength to those who served with her.

J. Atkinson (one of the pioneers in Boys' Club work in the United States and Canada whose work inspired his Rotary associates to found the Boys' Welfare Association) the Rotary Club of New York and the Boys' Welfare Association contributed $11,400 to equip the physical education division and the auditorium of the new center.

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Building Cooperation in Education-Recreation

(Continued from page 642)

Human Needs, and has worked with the Children's Bureau Group Work Reporting Project. Probably the best value has come through having an easy avenue of communication where any agency can present a particular problem or where a new plan of work can be offered for discussion. We have tried first to get an understanding of what each agency was doing and its essential approach to the field. In a series of meetings the history and basic philosophy of each organization was presented by the executive to show how this philosophy was reflected in the present program, and what changes were being made to meet present-day needs under very greatly changed economic conditions. Out of this we found common problems which were discussed in detail: problems of support, problems of programs in local areas, leadership training and the like.

Studies, both local and national, which showed areas of need or where the findings were significant in showing trends or changes in emphasis

have been considered. The findings of the recent Regents Inquiry, the American Youth Commission, the Policy Committee of the National Education Association, and the White House Conference have been evaluated and considered in their bearings to program and national strategy.

We have considered the needs of rural youth, a field in which the government agencies have made the notable contribution. Our concern was how to do what we could to interpret the government program, to work with it and to make a connection between work in cities which holds most of the attention of the private agencies and the rural work.

Many of the agencies represented by the Council work closely with the governmental agencies and turn to them constantly for help. The park and forest areas have been used by many of the local groups of the agencies represented here for camping and hiking. Close relationships have existed between the local units of national agencies and local NYA and CCC groups.

Our concern is that the Council may do its part in furthering interpretation and understanding, and that through cooperation resources should be used to the best possible advantage. If this avenue of cooperation has value for the private agencies it should be useful also to the public agencies. There is a value in knowing what agencies in related fields are doing, and the sharing of information about local situations is made easier. Cooperation is not always simple, but it is more likely to occur where there is first-hand acquaintance, understanding and respect. We have differed from one another, sometimes in philosophy, sometimes in method, and sometimes in attitude toward current issues, but we have respected each other's right to differ and we have been willing to subordinate our differences if there was a job to be done.

That is the spirit with which we have opened this meeting and we welcome the opportunity to meet with you. We hope we may know each other better and may come to frank and fruitful discussion of the major jobs to be done by all of us together in the field of recreation and leisure life. We hope, too, that this cooperation may be reflected in the life of every city and country neighborhood in which any of us are at work. The end results of any program or any governmental plan lie in the everyday lives of individuals in country and city neighborhoods. All of us are committed to making that life better, richer, and fuller.

The English Village as a Genuine Education Center

NINE YEARS AGO the present Secretary for Education for Cambridgeshire inaugurated the first of the Village Colleges. The fourth, and most recent, was completed at Impington this year, beginning work shortly after the outbreak of war.

The Colleges attempt to meet educational and cultural needs of modern rural life, to preserve the village individuality which cheap transport facilities and cheap commercialized entertainment tend to destroy. The aim is to form a community center which encourages village genius within the rural area itself and to provide that combination of intellectual training with corporate life and recreation which is characteristic of a University education.

Since this idea should be introduced in childhood, a portion of the College building has been planned as a Senior School catering for the village group. Besides being a Senior School, it takes care of needs of the adult population of the group of villages, providing adult evening instruction and setting up facilities for education and recreation of adults.

At Impington, three hundred children attend the Village College. Those living too far to walk or cycle are brought free of charge in buses; those living too far to go home for lunch are provided a two-course meal at threepence a head. The grounds cover twelve acres; the classrooms are bright, airy and colorful. In the laboratory, rural science, biology, and (in the evening) agriculture are studied. The Hall, which is the heart of the College, used by day for school assembly and singing lessons, is also a theater, cinema, concert hall, lecture theater, palais de dance and (until the new gymnasium wing is completed) the gymnasium for the nine villages. It is large enough for an audience of four hundred people.

In winter, two hours after the children leave school, evening activities begin. There is a canteen and a Common Room, beautifully decorated, where students may visit. Buses bring students for threepence, irrespective of distance (balance paid by authority and school funds). Many do not attend for instruction, but for recreation. For a small fee one may join the Institute, which gives access to game rooms for billiards, table tennis, darts, cards. Physical training is popular. Other subjects are needlework, woodwork, metalwork,

cookery, choral and orchestral classes, drama, public speaking. From the group of nine small villages, 440 are enrolled and the average attendance is 400 a week. A Student Council, elected from these, is responsible for control of much of the social and educational activity of the College.

Despite the war, restrictions on transport and materials, and storms last year, this work went on with enthusiasm. Now that air-raid alarms are almost a nightly occurrence in Eastern England, it is doubtful whether the evening work can continue. But in a world at war, the staff and students see in its cultural work, its democratic administration, and its free social life, a stronghold for that spirit with which Britain is challenging the powers of darkness that threaten the world. Condensed from *Christian Science Monitor,* July 30, 1940.

Recreation for the Army

(Continued from page 664)

Army Motion Picture Section. Management of Army Motion Picture Service within continental United States and Alaska.

Decorations Section. Administrative duties pertaining to awarding and distribution of decorations.

Civilian Contact Section. Interviewing of visitors; preparation of material for distribution through appropriate agencies; camp and organization newspapers and publications.

The Army has accepted the responsibility for looking after the recreation and entertainment program for the soldier within the limits of the various posts, camps and stations. Buildings to house post exchanges, service clubs, theaters and libraries are being constructed as rapidly as possible. Field houses for indoor athletic contests also are contemplated.

Funds have been appropriated to equip these facilities, to buy athletic equipment and to purchase books for libraries. Hostesses are being employed to direct social activities for the soldier on the posts and qualified librarians will aid him in obtaining books and reading matter. The Army Motion Picture Service, a going business of two decades operated without expense to the government, is being expanded to meet new demands imposed by the accelerating national defense movement.

Many commanders, however, are not awaiting completion of the various buildings and the distribution of equipment to inaugurate a recreation program for their units. With the means at hand and the aid of near-by cities and towns, they have embarked on modest but sound programs which may be enlarged when conditions warrant.

There are many civilian agencies that are anxious and willing to do their part in assisting with the welfare program for the soldier. These organizations can render great assistance in providing recreation facilities for enlisted men in towns and cities near which large bodies of troops are concentrated.

Many communities already have formed groups to set up recreation centers within their boundaries and to provide wholesome diversions for the soldier when he comes to town. The War Department recently named a civilian committee to assist in this work and to serve as a liaison agency with local groups interested in recreation and entertainment for troops.

Creation of a high morale in the Army rests, in the final analysis, on the commanders of the various units. The Adjutant General's Office is seeking to coordinate activities that will assist the commanders in developing their organizations into

(Continued on page 696)

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In Honor of Edward L. Burchard

THE JANUARY, 1941, issue of the "Community Recreation Bulletin," published by the Chicago Recreation Commission, is dedicated to Edward L. Burchard who has resigned as executive secretary of the Recreation Commission, a position which he held for six years.

For fifty years Mr. Burchard has served in social, educational and civic welfare fields. From the time he came in 1891, a young Beloit College graduate, to Hull House, he has served many organizations and interests, among them the World's Columbian Exposition, the Field Museum, the United States Coast and Geodetic Survey, the Library of Congress, the Chicago School of Civics and Philanthropy, the Community Center Movement, Chicago Youth Week, the Superintendent of Schools Advisory Council, the Education Club, and the Century of Progress Exposition.

During the coming year Mr. Burchard will serve as consultant to the Recreation Commission.

Recreation for the Army

(Continued from page 695)

efficient, disciplined and high-spirited units, to see that equipment and facilities are provided for the benefit of the field forces, and to aid commanders in the solution of their morale problems. The principles on which the program is based have been tested and proved sound.

This Way to the Tropics!

(Continued from page 684)

3. I dream of Jeannie with the light brown hair
   Borne like a vapor on the summer air
4. There's a long, long trail a-winding
   Into the land of my dreams
5. Sweet and low, sweet and low,
   Wind of the western sea
6. Once in the dear, dead days beyond recall
   When on the world the mists began to fall

The selections are all familiar ones, for this game is not meant to test knowledge. The individual team or all of the teams might sing each song through after the correct response has been given. Before long the guests will be rambling from one old song to another, and even the most realistic person will find it easy to imagine himself at a beach party winding up the evening with a round of songs.

The perfect concluding song, of course, is *Aloha Oe.* Then, when the final strains have died

Second Annual Contest for Recreation Literature

IN ANNOUNCING its second annual Joseph Lee Memorial Contest for Recreation Literature, the Society of Recreation Workers of America states that this year a plaque and certificates of merit will be awarded winners of first, second and third places. The contest will close April 15, 1941.

Russell J. Foval, Superintendent of Recreation, Alton, Illinois, won 1940 memorial award with his paper, "Decentralized Recreation." Second prize went to Louis W. Kolakowski, Executive Director, Central Community Center, Columbus, Ohio, who wrote on "Creative Crafts for Recreation," while third place was won by Hugo W. Wolter, Secretary, Recreation Division, Council of Social Agencies, Washington, D. C., whose paper was entitled, "Making Use of That Corner Gang." The awards were made at the meeting of the Society of Recreation Workers of America held at the National Recreation Congress at Cleveland, Ohio, in October, 1940.

Further information regarding the second annual contest may be secured from Wayne Sommer, 2121 East Dauphin Street, Philadelphia, Pa.

It's Being Done in Nature Recreation

(Continued from page 686)

tion Demonstration Area near Louisville, Kentucky. The course will be taught by members of the science staff of the University of Louisville.

"Tree Puzzle for High School Students," J. M. Hitchings. Senior High, Davenport, Iowa, 26 pp. $.25. Calling it a "puzzle" instead of a "key" makes it recreation!

Tuberculosis. An animated cartoon on public health called "Goodbye Mr. Germ," released by the National Tuberculosis Association, 1790 Broadway, New York, for the asking to schools and organizations.

away, the party is over. . . . And many of the guests, taking leave of the lazy delights of the tropics, will be startled to find March winds still blowing outside! At any rate, they depart with exceedingly pleasant memories to be happily hoarded—until the time when, in the words of *Aloha,* we meet again.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, December 1940
"Rooting the Camp in the Community" by Norman Studer

The Grade Teacher, January 1941
"Creating with the Rhythm Band: A Method of Sustaining Interest" by John Merlvin Hoffman
"Games Children Like" by Clara Evans

Hygeia, January 1941
"Six Rules of Play" by John Eisele Davis

The Journal of Health and Physical Education, January 1941
"Folk Dancing in City Recreation" by Maude N. Parker
"Competitive Synchronized Swimming" by Katharine W. Curtis

The Keystone (Boys' Club of America), Christmas 1940
"Cement Craft" by Robert Clemments
"Camping on a Shoestring" by Wade Hawkins

Parks and Recreation, December 1940
"Public Recreation Today" by William E. Wickenden
"Winter Sports" by Emily Merkert. A lengthy description of the extensive winter sports program at Minneapolis, Minnesota
"Display Gardens for Public Instruction" by H. Touscher

The Research Quarterly, December 1940
"The Survey of the Development of a Community Recreation Program" by Carl L. Nordly. A paper presented at the National Convention of the American Association for Health, Physical Education and Recreation, Chicago, April 25, 1940

Safety Education, January 1941
"Safety in the Balance" by Rev. Arnold A. Fenton

Scholastic Coach, January 1941
"What Is the Best Playground Surface?" by John T. Cate. Bituminous is recommended for intensively used areas and for all special game courts
"Lighting Standards for Night Football" by Ralph A. Piper
"Evolution of the Bank" by H. V. Porter. Discussion of the fan-shaped backboard authorized by the National Basketball Committee for optional use

School Activities, January 1941
"Seeking Avocational Aptitudes for Clubs" by John H. Horrocks
"Making Up a Musical Program" by Julia W. Wolfe. Discussion of a musical program for a popular concert

Service Bulletin (National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation), December 1940
"Play Day Review"

Survey Midmonthly, December 1940
"Co-ops as Aids to Social Work" by Rosalie Supplee

The Womans Press, January 1941
"A Greek Party for January First" by Dorothy Gladys Spicer

Why We Behave As We Do

Two Books of Immediate Interest
by Porter Sargent

Getting U S Into War

A Contemporary Record of changes of the past three years in Public Opinion — An attempt to throw light on the way International Affairs are presented, and on the little known forces and influences that use events to alter our views — How with misinformation our emotions are stirred and we are moved to war — How the President has been brought from his "fool's gold" to "every resource" and the American people from "never again" to "short of war."

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Published May 1940

224 pages, cloth, $1.50

Circulars, Table of Contents of above on request

•

PORTER SARGENT

11 Beacon Street . . . . Boston

Your Sport, Winter 1941
"Fun in the New Army" by Lt.-Col. F. J. Pearson
"Up Our Alley" by Graham Thomson and Morrill Cody. An article on bowling technique

PAMPHLETS

Directory of State, County, and Municipal Training Schools Caring for Delinquent Children in the United States. Children's Bureau, U. S. Department of Labor, Publication 264
Superintendent of Documents, Washington, D. C., price $.10

How to Play Tennis by Ellsworth Vines
Wilson Sporting Co., 2037 N. Campbell Ave., Chicago, Ill., price $.25

Living and Forest Lands. U. S. Department of Agriculture, Miscellaneous Publication No. 388
Superintendent of Documents, Washington, D. C., price $.10

National-Forest Vacations
Forest Service, U. S. Department of Agriculture, Washington, D. C.

Pleasure With Plants by L. R. Tehon. Circular 32
Natural History Survey Division, Urbana, Ill.

Problems of Rural Youth in Selected Areas of North Dakota. Bulletin 293
Agricultural Experiment Station, Agricultural College, Fargo, N. D.

What Forests Give by Martha Bensley Bruere
Superintendent of Documents, Washington, D. C., price $.15

Woodland Improvement by Roy M. Carter. Circular 305
A handbook for farmers and others interested in trees
Bulletin Mailing Office, College of Agriculture, Madison, Wis., price $.05

Youth—California's Future by Claudia Williams, Drayton S. Bryant, and Aaron E. Jones. A summary of the Findings of the California Youth Survey
State Relief Administration, 741 S. Flower St., Los Angeles, Cal.

ANNUAL REPORTS

Recreation Commission, Greensboro, N. C.; Controller, City and County of San Francisco, Cal.

How Does Your Garden Grow?

(Continued from page 688)

Perennial borders will benefit by making a liberal application of a complete fertilizer. This may be worked in with the first hoeing.

Set up a weather bureau to study weather conditions.

Hardy waterlilies may be put out now. Before doing so be sure that all lily pools have been properly drained and cleaned.

Plan to have identification contests of flowering shrubs and wild flowers.

Study control measures for insects and for plant diseases.

Conduct bird studies and make a check list to determine which birds are residents and which are summer or winter visitants.

New Publications in the Leisure Time Field

Parties for Young Americans

By Dorothy Gladys Spicer. The Womans Press, New York. $1.00.

THIS BOOK is intended as a guide for "modern young people who have learned the joy that comes from planning and carrying out their own good times." It is a collection of eighteen gay party programs arranged according to the calendar year. The parties are intended for young Americans everywhere — in school, at home, and in church or community groups. Most of the parties are based on some seasonal or patriotic theme, and each is complete from invitations and decorations to things to do and things to eat. Maximum effectiveness and minimum effort and expense have been kept in mind in the planning of these good times.

Pewtercraft as a Hobby

By Emanuele Stieri. Harper and Brothers, New York. $2.00.

IN THIS, the twenty-eighth in the Harper Hobby Series, Mr. Stieri adds another to his popular hobby manuals. Though primarily a manual with step-by-step instructions on how to make useful objects, this volume may also be used as a guide to the appreciation of the fine examples of pewter ware exhibited in museums of art or sold by dealers of fine wares. Instructions are given for making ten useful and desirable objects ranging from simple but attractive paper cutters to boxes, bowls, and other articles requiring more practice and skill. Steps in the making of the various projects are fully illustrated with photographs and drawings.

A History of the Theatre

By George Freedley and John A. Reeves. Crown Publishers, New York. $3.00.

THE AUTHORS have given us in this volume of almost seven hundred pages a fascinating and absorbing history of the development of the theater through the ages from the drama of pre-Greek days to the days of modern America. Every form, type, and artistic movement in the drama appears here—Chinese and other Oriental drama, the Elizabethan stage, romanticism, realism, expressionism, the Russian theater, the Irish movement, Workers' Theater, Little Theater, and the movies and radio plays. Through the pages of the book march all the great people of the theater—a glamorous cavalcade of playwrights, actors, managers, producers, and designers. There are hundreds of illustrations with many rare and unusual portraits, settings, and costumes by noted designers of the past and present.

In compiling this amazingly comprehensive history, the authors did an immense amount of research work in theaters, collections, and museums of the world. The result is a collection of accurate information and significant data which make this volume outstanding.

New Ideas for Handmade Gifts

By Elizabeth Varick. Home Institute, New York. $.15.

PEOPLE WHO WORK with their hands are constantly discovering how many unusual things can be created from bits of left-over material and other odds and ends. Thirty-one such articles are included in this booklet, all of them attractive and useful, and all easy to make. Among them are serving trays, coasters for fruit drinks, an appliqued bag and belt set, a tin smoking set, needlepoint book ends, a covered sewing box, pot holders, and many similar articles.

Table Top Photography

By Norris Harkness and Ernest E. Draper. Harcourt, Brace and Company, New York. $2.95.

A FASCINATING BRANCH of photography is practically and thoroughly presented in this book, which describes in its opening chapters the necessary equipment for table top, even to information on how to build a simple camera for table top and constructing supplementary ten cent store lenses. The fundamentals of more ambitious table tops are approached through general principles, and there are instructions for building a permanent set-up if many table tops are contemplated. Backgrounds of all sorts are discussed and materials for all purposes are covered thoroughly. The book is profusely and attractively illustrated, and the information given is clear and concise.

Wings on My Feet

By Sonja Henie. Prentice-Hall, Inc., New York. $2.00.

IN THE FIRST PART of her book Miss Henie gives an intimate picture of her life from her earlier years in Norway, and she tells her story delightfully. Part II, entitled "Now It's Your Turn," gives instructions for the basic fundamentals of ice skating. Each step of the instruction is illustrated by action pictures of Miss Henie, which show exactly how to perform each figure.

"We Sing"

Third book in the Singing School series of song books for schools, published by C. C. Birchard and Co., Boston. $.80. Set of six records, $3.50.

WE WOULD LIKE to be able to describe this book adequately, but nothing short of singing the songs themselves and looking leisurely at each page for its illustrations or other ornament, or only the very attractive lettering of its title, can give anything like an adequate idea of this book. It is as far in every respect from the old school singing books of the days when we were children as is the present play program in the best schools distant from the old calesthenics.

It contains about two hundred songs representing almost every conceivable interest of children of nine or ten years of age. There are twelve action, game and

dance songs with directions for the dance or other action. Many songs are of the out-of-doors and of other interests close to the life of the playground. There are interesting invitations to the children to make up their own songs and aids for them to do so, and also a simple abbreviated but thoroughly alive adaptation of the Humperdinck opera, "Hansel and Gretel" that can be sung and acted out by the children. Another distinctive thing about the book is the large number of fascinating designs that are based on rhythmic patterns in the songs which they decorate.

Wherever this book and its two companion books, *Our Songs* and *Merry Songs*, are appropriately used in the schools there will surely be singing and dancing of many of the songs outside of school also. A fine thing it would be if on every playground there were at least one copy of each of the three books, most especially of this third one for it would appeal to children of any age; and, for the sheer pleasure of looking through it if not to sing its songs, it would appeal to adults also.—*A. D. Zanzig*

Leadership for Rural Life.

By Dwight Sanderson. Association Press, 347 Madison Avenue, New York. $1.25.

A simple, brief manual on discovering and training leaders for rural life, this book is designed to meet the needs of extension workers, rural ministers, educators, social workers, and others engaged in developing programs to meet changing needs. It analyzes the nature of leadership, the role of the leader in the group, and the creating, developing, and training of leaders. Dr. Sanderson has rendered valuable service both to professional and lay leaders in stating in so readable a way the fundamental principles involved.

Come Over to My House.

Cue Program Series. The Girls' Friendly Society, U.S.A., 386 Fourth Avenue, New York City. $.35.

At the Recreation Congress at Cleveland last September emphasis was laid on the need for activities for younger girls which will be directed at homemaking. The attractive booklet, *Come Over to My House*, recently issued by the Girls' Friendly Society, will help greatly in meeting the need for material of this kind. It contains suggestions for such practical details of a child's life as choosing school lunches, cooking simple dishes, playing games with the family, looking after the baby, and selecting clothing. Each section contains references to source material readily obtainable.

Basketball for Girls.

By Wilhelmine E. Meissner, M.A., and Elizabeth Yeend Meyers, M.A. A. S. Barnes and Company, New York. $1.00.

This book, the twentieth in the series of Barnes Dollar Sports Library, is an exeedingly practical one dealing as it does with the fundamental techniques of the game. Catching and passing, individual techniques or tactics, shooting, offense and defense — all of these are clearly described and illustrated. There is also a chapter on officiating and an interesting section on the History, Equipment and Teaching of Basketball.

Proceedings of the Forty-fifth Annual Convention.

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, Northwest, Washington, D. C. $1.00.

The report of the joint meeting of the American Association for Health, Physical Education, and Recreation with the Mid-West Physical Education Association at Chicago, Illinois, April 24 to 27, 1940, is now available in printed form. Included are general session addresses, discussions, and summaries of section meetings.

The National Ski Patrol System and What It Does for You.

Edited by C .M. Dole. Order from John E. P. Morgan, Treasurer, 155 East 44th Street, New York. Cloth bound, $.50 a copy; paper bound, $5.00 per 100.

This booklet, which represents the annual report of the National Ski Patrol System, contains much practical information on the work of ski patrols. It not only sets forth principles and purposes, forms of organization and functions, but gives information on how to form a patrol, reviews 1939-1940 activities, tells the results of a survey of accidents, and presents a roster of national patrolmen, local ski patrol units, and leaders. Ski enthusiasts will not want to be without this practical booklet.

America's Children.

By Maxwell S. Stewart. Public Affairs Committee, 30 Rockefeller Plaza, New York. $.10.

This pamphlet is based on a series of government studies and research documents assembled for the White House Conference on Children in a Democracy. It presents graphically the problems brought about by bad economic conditions and points out the dangers involved. The recommendations of the White House Conference for improving these conditions are summarized in detail in the concluding section of the pamphlet.

America's Children is the forty-seventh of the series of popular, factual, ten cent pamphlets published by the Public Affairs Committee.

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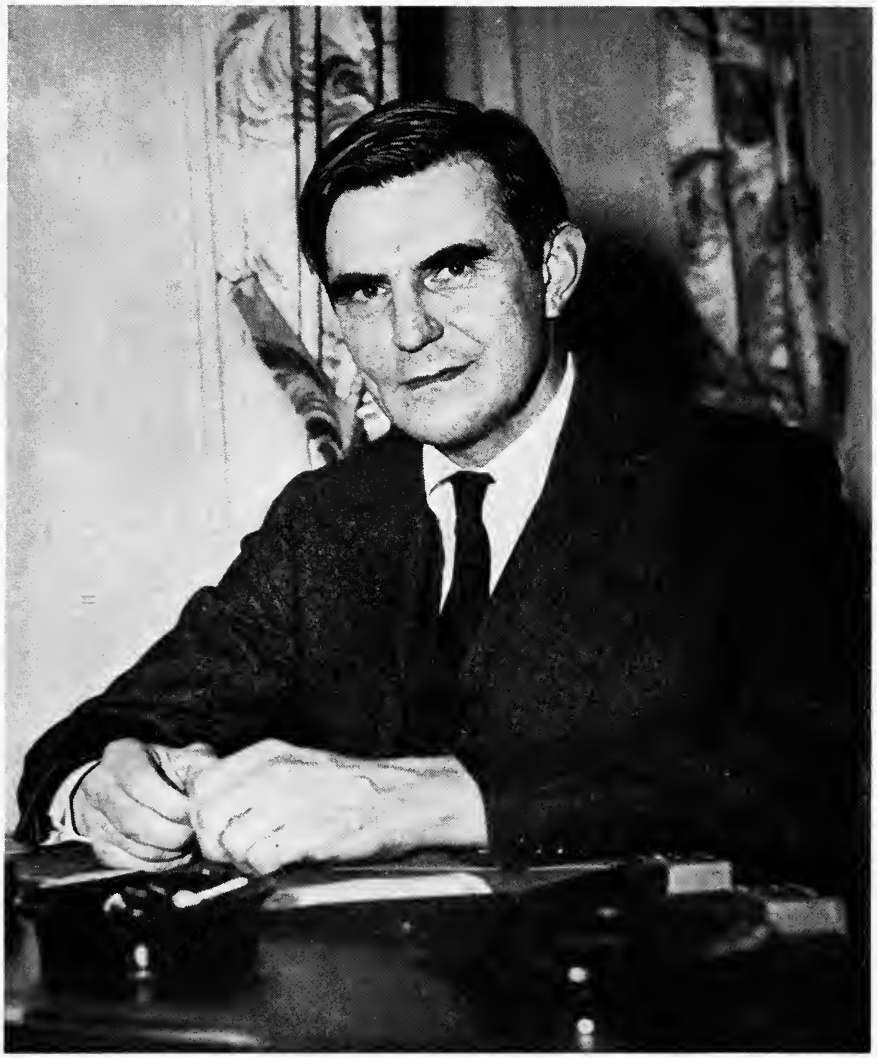


John G. Winant

The ranking officer of the National Recreation Association, Hon. John G. Winant, has been chosen Ambassador to the Court of St. James. Thousands of recreation workers rejoice at his appointment. John G. Winant, even as Joseph Lee, Dr. John H. Finley and other leaders in the Association, has cared deeply what happens to every man and every woman in daily life. Governor Winant for the last fourteen years found himself very much at home in the recreation movement. Its desire to bring strength and joy of living to all was his own. The national recreation movement has belonged to him in a very real sense.

Howard Braucher

THE FRANK H. BALL PLAYGROUND

The Frank H. Ball Playground

An unsightly hillside is transformed into a block of happiness and beauty

By RAYMOND L. QUIGLEY
Superintendent of Recreation

A block of play areas developed according to a carefully worked out plan is providing Fresno, California, with a leisure-time program permeated with the best of traditional recreation from all parts of the world, concentrated on the making of happy citizens.

WHERE a tin can covered hill once marred the landscape of West Fresno, now hundreds of happy youngsters and oldsters of every nationality on earth enjoy recreation of every type on one of the biggest little playgrounds in America, 420 feet by 320 feet, to be exact.

The idea of development of traditional recreation of all countries has long held sway in Fresno, and for over twenty-five years boys and girls have grown up together enjoying the happy pleasant things that each nationality brought to build up the happiest of all lands.

During all this time, not just during war time, Americanization has been the Number One ideal of Fresno's recreation system; other ideals are social benefit, moral uplift, civic pride, health and good sportsmanship. Traditional recreation, with its ideals, has done much to cement a regard of friendship and understanding for this cosmopolitan city that nothing else could have accomplished so well.

The story of the transformation of a block of dirty hillside into a play area reads like a fairy tale come true. It all started when Frank H. Ball bequested to the city of Fresno $10,000 for playground purposes. The will could have been broken, because it was made within three days of Mr. Ball's death, but Mrs. Bessie Ball rejected without hesitation any suggestion that such action be taken.

As the ideal spot for a playground in West Fresno was being sold off in lots, and the ten thousand dollar bequest was tied up in the estate, the Superintendent of Recreation went to the City Commission and persuaded them to loan his department ten thousand dollars for the purpose of buying the desired site. The lots already sold, as well as the remainder of the block, were bought.

No sooner had the ground been purchased than a border of trees and shrubs was set out, and children's apparatus and ball grounds laid out. Next, eight hundred children of the neighborhood were invited to dedicate the ground. A California Redwood Big Tree, (Sequoia Gigantica), was planted by the children, and every child put some dirt around the roots.

This happened on Burbank Day, and it was explained that Burbank's achievements were just as important in their way as those of Ford, Fouch or Fulton. The children were also told that the planting of the big tree was an event of much importance, as it would shelter generation after generation of children at play on the playground, and by the time all of those present had gone on to the great beyond, the tree would still be just a mere sapling in its life span of perhaps three thousand years. The playground, it was pointed out, had no fence, and in order that the playground might become beautiful, every child was appointed a policeman to see that the older people did not run over the trees and shrubs, or break off the shrub berries.

The children listened, took part in a program, and went away. On the next day any misgivings as to the attitude of the children toward the care of the trees and shrubs were dispelled when the Superintendent of Recreation was requested to come to the F. H. Ball playground to accept a gift for the department. Happy children enthusiastically presented a "cedrus deodara" to be planted as a playground living Christmas Tree. To this day it is not safe to injure the trees and shrubs on this ground, for a child policeman appears instantly.

Mrs. Bessie Ball often visited the Frank H. Ball playground in her car. She saw the little children playing in their corner, the big girls over in another portion of the ground, and the boys

(Continued on page 754)

Located on this block playground which measures 420′ x 320′ are: a small children's playground with apparatus; baseball or football grounds used at night as softball diamonds; bleachers; hard-surfaced tennis courts; basketball and volleyball courts; a swimming pool with dressing rooms and a shower building; a large all-purpose recreation building; and trees, shrubs and landscaping.

Gardening as a Means of Self-Expression

By J. W. JOHNSTON
Horticultural Editor
New York Herald Tribune

WITH MOST of the world at war, gardening undoubtedly will receive added stimulus as the best available means for man to escape from his worldly cares. Ever since man left the Garden of Eden he has seemingly been desperately trying to build his own Eden with varying degrees of success. The economic worth of a garden is too well known to need any stressing, even in times of war, when today's food surplus may become tomorrow's war rations.

Already apparent is a wave of realization of the value of a home and garden. Retail store records in large cities make clear that during the last Christmas season, with the English people losing their homes by the thousands due to bombs, Americans suddenly became home conscious. From a nation of almost nomads given to running about the countryside, Mr. and Mrs. America began to purchase items for the home and garden. Perfumes and pearls, trailers and cruises were forgotten, and in their stead lamps, furniture both for indoors and out, garden equipment, seeds and other items having to do with comfortable living were piled on delivery trucks, in express offices and in the mails on their way as gifts from friends who remembered not only the holiday season but something more important—the worth of a home and a garden.

All of us seek a means of self-expression with all too few ever achieving that outlet for the human soul. Gardening is that means which everyone with a patch of soil can utilize to blow off the steam accumulated in a world beset by care. To grow one's own flowers or vegetables or any other form of plant life is a form of recreation calling for no other restrictions than that imposed by one's own good taste. This writer has always felt that the only danger from too much direction of the arrangement of plants and flowers, either indoors or out, is the danger of regimented thinking that might eliminate the most precious element in gardening—the opportunity for self-expression. There is no apparent danger in this direction, for the best landscape architects and the experts on flower arrangement insist that in all these activities the result must, in some measure, express the individuality of the gardener.

The tremendous growth of the junior interest in gardening holds much promise for its future in this country. We are now raising thousands of eager girls and boys with a developed appreciation of plant material before they reach the age of twenty-one. This, undoubtedly, will result in their exercising a real influence on gardening for both pleasure and profit. Aside from this fact, the gains in healthy bodies cannot be measured, for one cannot witness a group of healthy, happy young gardeners just off the sidewalks of any city street or working in a community garden in some beautiful suburb without feeling that in their hands the future of the country will be safe. Its counterpart in the rural districts is to be found in the 4-H clubs whose work and achievement passes beyond human belief. To all of this youth will fall the task of carrying on the advancement of gardening—an activity that has resulted in the increased culture and well-being of every country where man has congregated in communities. I feel this future is in safe hands, provided the work continues. Nothing should be permitted to stop it.

"It is fun to build a garden. Gardening is creative, and one of the greatest satisfactions in life is to look upon something which you yourself have brought into being and to find it good."—*Edwin L. Howard.*

Courtesy Cleveland, Ohio, Board of Education

School Facilities for Recreation?

By H. CLIFTON HUTCHINS
Professor of Education
Willamette University

"Shall school facilities be made available for community use outside of school hours?" Dr. Hutchins answers this question in no uncertain terms: "No school seeking to render a vital community service can afford not to open its doors and playfields for the use of all the people."

ONE INSISTENT CHALLENGE to public school administration is this question: shall school facilities be made available for community use outside of school hours. The challenger is public recreation, young and vigorous newcomer among the public services.

Public schools have existed in substantially their present form for a century or more. Because they meet a generally recognized need, schools are found everywhere; with some notable exceptions, most of the children in this country can secure eleven or twelve years of school opportunity without going very far from home. School facilities in most communities are accessible, reasonably adequate and fairly well adapted to the requirements of the school program. Furthermore, because of their adequacy and accessibility they are well adapted to many requirements of the community recreation program.

Public recreation has grown to its present stature among the services of government during the present century. Its acceptance as a public service is simply a response to needs arising from such social changes as the urbanization, mechanization and centralization of our economy.

The progress of recreation in different parts of the country and in different places within the same area has been uneven. In spite of its youthfulness, recreation has progressed far enough to evolve certain distinctive methods and procedures. It has literally taken over its personnel from other pursuits and re-educated them. It has made good use of hand-me-downs in the way of facilities and equipment. But nearly everywhere its further progress is hampered by the unavailability of facilities that are accessible, adequate and adapted to the needs of community recreation.

A Question of Policy

With one public agency having facilities that another needs and might well use, a question of public policy arises. Shall public school facilities, typically used only by children during half the usable hours of each day, be made available to all the people for recreation when such use is not inconsistent with the primary purposes of schools?

Manifestly this is not a simple question to answer. If it were the solutions already found by numerous individual communities might be generally acceptable to others. The question itself is complicated by local traditions and personalities, by the extent of local financial resources, by the placement of administrative responsibility for the local recreation program, and by numerous subordinate problems any one of which could be important enough to ruin the most carefully prepared plan of cooperation.

Faced with this question, many a school official is likely to make the laconic reply: "Why?" Perhaps this dubious attitude is not without justification. The school administrator is employed to discharge a responsibility which by statute and tradition consists of providing specified types of instruction to children of designated ages for a minimum number of days each year. Usually he is forced to utilize every resource in order to secure enough state and local monies to carry on this program with a decently paid staff. He has fought to obtain suitable land and striven to erect buildings that appropriately reflect the esteem in which education is held by his community. Then comes a request from a non-school agency which, if granted, would involve the use of school buildings and grounds, would probably increase the school budget, and would certainly upset any traditional ideas in the community as to what schools are for. Why should he approve?

Obviously an attitude such as that described arises from a misconception of the function of education and of the agencies through which education is obtained. The distinctive features of education, of education-through-the-school and of

recreation are highly important. Not only these forces but their interrelationships need to be examined before a final answer can be given to the fundamental question under consideration.

The Nature of Education

Education is a process of growth. It goes on within the organism as the result of forces that may be called maturation. It goes on likewise as a result of forces external to the organism that may be called experience. The biological growth or education that results from these influences proceeds in "a severely regimented sequence" with considerable latitude as to rate. One stage merges imperceptibly into another, each change bringing reorganization of physical, mental and emotional patterns within the individual.

To a considerable degree education in this biological sense is nurtured by the home during the first years of life, although many other environmental influences have their effect. Play and learning are intermingled during this period; whether the two are separate, and the extent to which each one influences the other, have never been determined. Both are necessary in the early development of the normal child.

Sooner or later the school becomes a major environmental factor. The child goes to school because it is the device created by society to acquaint him efficiently with the past experience of the race; it renders further benefits in modern society by offering experiences that most homes would find it impossible to give. The child's education thus becomes institutionalized. Through the school his experiences are *selected* from among the vast number that might conceivably be enjoyed. Furthermore these experiences are *directed* toward a general goal. By virtue of this selection and direction of experiences, education-through-the-school can be distinguished from the broader concept of education.

Recreation Is Education

The impulse to play exists in every child from the earliest years. It is the center or core of the young child's experience, serving, oftentimes, as the medium for learning. The nursery school and kindergarten utilize this natural tendency to play in guiding the acquisition of knowledge and the formation of habits, skills and attitudes in the young child. In later years an undetermined but probably significant amount of useful learning has its origin in play. In brief, play is an important part of the growth process; it is one kind of education.

Play, or recreation as it is often called, may provide educational values when enjoyed either as a purely individual matter or with others in a group. To a degree, recreation in both of these manifestations has assumed certain institutional characteristics similar to those of the school. Where recreation is organized as a public service it usually involves leadership and the use of facilities; likewise there is usually a selection and direction of experiences in recreation just as in the school.

But even though there is similarity between the characteristics of recreational experience and school experience the two are not alike. Perhaps the greatest difference lies in the informality of recreation as contrasted with the formality of the school. School experience is compulsory, highly organized, well-disciplined and progressive. Recreation experience may have none of these attributes: participation is wholly voluntary; anyone may participate according to his interests, subject only to self-discipline or that imposed by the social group; progress from one stage of learning to another is purely an individual matter.

Manifestly, however, both school experiences and recreation experiences are educational. For any individual the immediate aims of the two services may differ; their methods may be different, their personnel entirely separate. Nevertheless, both school and recreation center are necessary agencies in the education of the individual. Both are means to an end and the end is the same for both, namely, the development of an educated person. Each supplements the other's efforts in reaching toward this ultimate goal.

Whole Population Is Served

As school services and recreation services develop from year to year both are coming to serve an ever increasing proportion of the whole population. In any particular community today there may be little evidence of this trend. Nevertheless, it appears that such a development is taking place throughout the country as a whole.

Beginning during the last century as a service for small children, public recreation now seeks to provide a balanced program for persons of all ages. The sand garden has developed into the play center for tiny tots. Playgrounds furnish a safe place for growing youngsters to play under competent supervision and direction. Playfields,

swimming pools, gardens, nature trails, toboggan slides and the like provide opportunity for active participation in sports and athletics for everyone from childhood on up. Community centers with reading rooms, assembly halls, gymnasiums, arts and craft shops, and game rooms offer a wide variety of recreational opportunity to young and old alike. As more of these types of facilities are made available public recreation can literally make good its desire to offer a balanced leisure time program to persons of all ages.

Traditionally the public schools have been institutions for the education of the young. During the early years of compulsory school attendance the age of beginning school was set at six years and the upper limit extended to the fourteenth or sixteenth year. Some went to school beyond these ages in order to finish high school and go to college. Except for those who proposed to enter the professions, or adult immigrants who were learning the English language and American customs, the schools were for children only. This traditional attitude has persisted until relatively recent decades.

Today many public schools are extending their services to persons both above and below the ages of legally required attendance. At the lower extreme a substantial number of communities have added kindergartens for children four and five years of age; a few even provide a year or two of nursery school for younger children. At the other extreme most youth now go to high school and a substantial proportion of them graduate. Because of the difficulty in finding jobs some school systems have even added two more years of public secondary education to enable youth to continue their education until they are likely to be welcomed in the labor market.

Two further extensions of public school services effect a still closer approach to the ideal of serving the entire population. Vocational education opportunities now available in most cities make it possible for workers to learn new trades or other occupations, or to refresh their knowledge of equipment and techniques in occupations at which they are experienced. Likewise, many cities are offering programs of adult education suited to the needs and desires of the average person above school age; included in these programs is usually a good sampling of purely intellectual, practical and avocational opportunities. By these means the public schools, like public recreation, are extending their services to an ever increasing proportion of the total population.

"A democracy is interested in enhancing the life opportunities of its citizens even at the cost of reducing the service life of its physical properties. The next decades may be expected to witness even more extensive use of public school buildings for adult or general community use than in the past. Attention is therefore focused on planning school buildings adapted to wider use and free from traditional institutional characteristics. The public school building of a democracy should assist in carrying out the principles of that social order."—*Morse A. Cartwright.*

Schools Use Recreation

As a result of research in child development, and perhaps too because of lay criticism of the effectiveness of schools, educational authorities are beginning to place less reliance upon academic instruction as the sole means of educating children and are giving more attention to the development of attitudes and practical skills that contribute to the effectiveness of personal living. In order to do this the schools have borrowed some of the techniques popularized by and often identified with recreation.

Nursery schools and kindergartens are considered to be part of the school system, yet a large part of the learning which goes on under these auspices is nothing more nor less than guided play. From this play young children learn how to get along with others, develop neuro-muscular coordinations by manipulating objects, and build up a background of experiences and meanings that is invaluable in learning to read and speak correctly.

In many elementary schools children are encouraged to undertake creative activities in order to develop powers of self-expression by as many means as possible. Music, dramatics and games are not only introduced into the school curriculum at this level but are also used as devices for obtaining a mastery of essential learnings. There is at least a tendency to replace the cut-and-dried subject matter instruction with informal, guided activities directed toward well-defined ends. The learning of words about everyday affairs is giving way to learning through direct experience.

At the high school level some of the same trends in teaching method are apparent. Music, art, dramatics, homemaking, craftwork and sports are frequently offered to enable youth to develop appreciations, creativeness and a

degree of technical skill. The library becomes a familiar resource for securing information and for leisure reading. Teachers of academic subjects such as science or literature are giving less emphasis to the development of technical proficiency in their respective disciplines and more emphasis to avocational values.

At the post-school level courses of study are most often selected according to the needs and interests of the learner. Two persons working side by side at a given learning task might be actuated by entirely different motives. Whether a given individual is learning particular skills for vocational or recreational purposes cannot often be discerned by an observer. Moreover, the one who is seeking recreational values might, within a month or year, be using his skill for the purpose of earning a living. Here, if anywhere within the school system, recreation and education are so merged as to be indistinguishable. The school program at all levels thus makes increasing use of recreational techniques and values.

The Question Answered

From the evidence available it appears that public schools are directly concerned with recreation whether they realize it or not. Both schools and recreation make a distinctive contribution to the education of child and adult; both contribute necessary aspects of education. Moreover, both public agencies are coming to serve substantially the same population with educational opportunities that have many elements in common; each takes advantage of techniques and values popularized by the other. Shall the school, then, make its buildings, playgrounds and playfields available to the whole community outside of school hours for purposes that are so closely allied with its own?

On the affirmative side of this question there are factors to be considered in addition to those mentioned in the foregoing. Public schools are public facilities bought and paid for by all the people; by all ethical considerations these people should have the privilege of using these facilities when their primary function has been served. There is no point in allowing valuable facilities to lie idle a third to a half of the time. Recreation is here to stay. If it is to render useful service it must have the use of indoor and outdoor facilities such as schools can provide at those hours when most people want them. Certainly it would be unthinkable to duplicate these costly facilities at public expense.

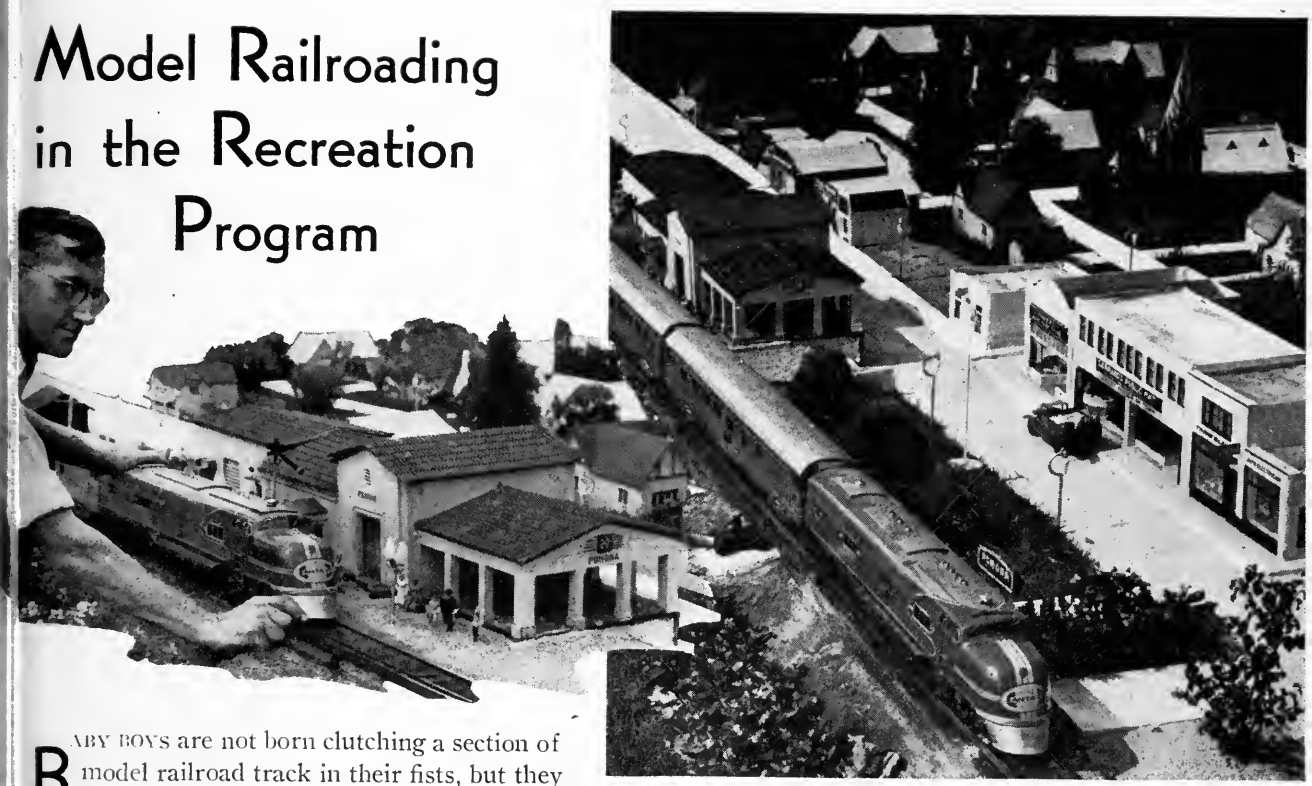
Increasingly, it seems, school authorities are finding it difficult to secure enough funds to pay for the program now carried on in their schools. Will not further use of buildings and grounds for recreation add to these financial burdens? In answer to this question perhaps it is not impertinent to say that the public is willing to pay for tangible values received and less willing to pay for values that are not immediately apparent. In other words, if more of the general public can be brought into the school to enjoy some of its benefits directly and personally that public is likely to be more kindly disposed toward the school budget. It matters not whether the services be recreational or academic; the services will sooner or later sell themselves to the people.

Since the beginnings of public education in this country three centuries ago the school has been the natural community center. Through its effect upon succeeding generations of citizens it has become a bulwark of democratic government. It has expanded its services from time to time to meet new needs as they arose; the most striking example of this is the addition of the high school to the public school system nearly a hundred years ago. Today this new opportunity for service arises. Much pioneering has already been done.

The use of schools for recreation is not a new kind of educational service. It is better described as an extension and improvement of the kind of community educational service now rendered by schools. The assumption of responsibility for administering all community recreation is not the matter in question; it is rather a matter of the philosophy of education. No school that seeks to render a vital community service can afford not to open its doors and playfields for the use of all the people.

"The child school of tomorrow is being developed on the basic democratic principles of human living. It is a school designed to bring out the best characteristics of individuals and to make for successful living through each day of school life. Thus the school planned for child needs also conforms in many respects to the school designed to meet adult needs. . . . The community school of tomorrow should be the center in which the life needs of people are being met and in which advantage is being taken of man's inventions and man's contributions to the arts and sciences."—*Engelhardt and Engelhardt* in *Planning the Community School.*

Model Railroading in the Recreation Program



Courtesy American Association of Model Railroads

By H. R. HOWARD
Pomona, California

BABY BOYS are not born clutching a section of model railroad track in their fists, but they get around early in life to exploring the possibilities of miniature trains. A train is one of a boy's first presents, and interest in model railroading stays keen as he grows into manhood. It is becoming an increasingly popular adult hobby, and there are several hundred clubs devoted to this leisure activity in the United States.

The Pomona Recreation Center was one of the first groups to recognize the universal appeal of miniature railroading, and has developed an outstanding program during the last fourteen years. This program has material of great interest to other recreation centers who hope to start model railroading in their own community. The Pomona group has faced and solved many of the problems confronting the Recreation Center, and did so without the help of expert outside organizations such as the American Association of Model Railroads which has since been formed to help groups solve the railroading problems which the Pomona club had to tackle alone.

The writer is particularly close to the Pomona railroad project. He has been an ardent "rail" for thirty years, and is largely responsible for the work done in this hobby at the Center. The annual model railroad exhibit at the Los Angeles County Fair grounds is the high point of the Pomona railroad activities during the year. Seven hundred thousand people see this layout annually in the seventeen day period during September in which it is open to the public. The exhibit changes from year to year, and is located in the most prominent space on the fair grounds. It occupies a piece of land 110 feet long and 99 feet wide.

The exhibit has a wide popular appeal because it is so colorful and has real educational value. Last September's railroad exhibit reflected scenes of the West. A Hopi Indian village with nine adobe pueblos was carefully constructed and placed in a setting of cacti and shrubs typical of the desert. An Indian village of the plains, composed of thirteen tepees, was nestled in another curve of track.

Bridges are extremely interesting subjects for the modelmaker, and the Fair exhibit contained four modern structures over water, and one bridge over a dry arroyo. The latter was a heavy double-truss type bridge, sixty-five inches long and twenty inches wide, made of metal in the workshop. It was mounted on concrete abutments and was equipped with semaphores and a block control device to prevent train collisions.

Color and realism were added to the display by landscaping. A miniature mountain range was constructed, and two waterfalls, supplied by an electric pump, tumbled down the rocky cliffs. Two picturesque lakes were formed, and stocked with blue-gill game fish. An old water mill and wind mill ran as long as wind and water held out. At the risk of getting statistical for a moment, we might add that some 400 pink verbena, 500 baby spruce trees, 350 midget yellow zinias, and two truck loads of assorted shrubs went into the display.

During the years since the Friday in September, 1926 when the Pomona Center was organized, its members have built models duplicating nearly every phase of American life and reproducing many historic scenes. The Gold Rush of 1849 was reflected in a deserted Ghost Town which sprawled beside the tracks of the 1936 Fair. Once a display was built around the San Dimas Chamber of Commerce Puddingstone Reservoir project. Old-fashioned automobiles have been duplicated. A 1920 model Paige, complete with license plate, and minutely accurate engine, is one of the most interesting of the automotive exhibits.

Religious buildings have not been overlooked by the Pomona group. One of the features of the 1940 exhibit was an old-fashioned church wired for sound which played hymns of thirty years ago. The group also constructed a model of the Academy of Holy Names.

Modern touches such as a dude ranch and a reproduction of the Pomona Station are included in this extensive system, and a group of up-to-date bungalows such as one might see in a real estate development were made by the Girls' Model Club of Pomona. Electric plants and power houses have been built and placed realistically in the exhibit at the foot and up to sides of a model dam spill.

Many interesting models have accumulated during the years in an attic above the writer's personal workshop. Housed there are four model Franciscan missions, churches, homes, stores, stations, and a miscellaneous assortment of other trackside structures which make the annual exhibit tremendously realistic.

All of the equipment used on the annual Los Angeles County Fair layout is tested and run in on a track layout located in the garden of the author, which is the second railroad system in the Pomona recreation center. Here trains are run each Sunday afternoon for visitors who, according to the guest book, totaled more than 300 during the past summer, and came from all over the country.

The second layout is a double track which encircles an old New England village. The village is reproduced from childhood recollections of the writer. The town of Wildwood includes models of a church wired for sound, a general store, the old red school house, livery stable, covered bridge, and music shell. A water tower, houses, and stock corral are there, and so, too, is a signal bridge and interlocking tower. On this layout, also, growing plants are used to add to the realism of the scene.

A third railroad system has just been started by the Pomona Recreation Center. After all these years without women or girls in the club, by special decree they are now permitted to join the photographic and railroad departments. During the past week three have availed themselves of the opportunity to join.

Some Practical Problems

The recreation center which desires to include model railroading in the hobby program is immediately faced with the problems which all workers in leisure activities know too well — how to finance the program, and where to house it. The Pomona Recreation Center, which started from the humble beginnings of one man and a group of fifteen boys interested in model building, without a clubroom or a treasury, has been successful in circumventing these very real challenges, and its experience may be an inspiration to other groups.

It might be in order to explain at this point that the Pomona Recreation Center is not financed by the city. It is completely independent and financed by the efforts of the members. The club enjoys the full cooperation of all city officials, however. It was the forerunner of all recreation work along shop lines in this city. There were no other groups for several years after we started, and for three years

The American Association of Model Railroads, whose purpose it is to advise boys' railroad clubs, has published two books available to railroad club leaders without charge. The "Leader's Manual," written for leaders without previous model railroad experience who wish to organize a club, contains practical suggestions for financing the activity, overcoming the problem of limited space, and developing a club program. The "Handbook for Model Builders" gives suggestions and working instructions for building the railroad system, laying tracks, and modeling scenery and wayside structures. The A.A.M.R. should be addressed at 15 East 26th Street, New York.

we rented the city rights for crafts on Saturdays. This trial tested the movement for the city, and from this seed has grown a group which does woodwork entirely in a southside park. Fathers and sons work side by side in the Pomona Recreation Center, and membership ranges from boys of ten to men of sixty, all of whom do their bit to keep the group going.

The Pomona Model Yacht Club, as our group was called when it was organized, held its first meeting in the rear of a sporting goods store of a fine man interested in boys. As the club grew, he permitted it to have a small bench and some tools to build models, mostly boats. He also advanced money to buy supplies. The group's first, and greatest, loss was his death soon after its organization. However, his wife allowed the group to go on, and gave it every help until she died about two years later.

Membership had grown from the original fifteen to over twice that number, and in scouting around for larger quarters we discovered an unused school building, long since outmoded by Pomona's modern education system. It required only placing the facts before the school board to get their permission to use the building until such time as it was sold.

The Pomona Recreation Center has always worked on the fundamental belief that a club must change as times and conditions change. Program innovations have been made at least every three years, new hobbies added, and, in some cases, equipment has been changed if lack of interest failed to warrant its upkeep. The two year period during which the club stayed in the quarters described marked the shift in interest to model railroading as the stellar attraction of the center. The Center has continued to add hobbies, photography and radio being the latest, but model railroading still holds its place in the affections of the group.

After a two year residence, the building in which the Pomona Recreation Center was housed was sold to a woman's club, and the hunt for space was again begun. The board that had befriended the group offered the use of a building with two large rooms 65 by 25 feet until such time as it was necessary to move the building. This new move was faced joyously by the youngsters. This time we did not move across town with the club belongings on our backs, but traveled in style, with two trucks carrying the club belongings to its new quarters, and most of the eighty boys perched atop the loads.

Another two years passed, and once again the

The "City of Los Angeles," traveling at a high rate of speed, passes the miniature city at the 1938 County Fair

Board informed us that they were compelled to have the building moved to make room for the school playground. The President of the Board offered the building for twenty-five dollars — really a gift, for the building would cost several hundred dollars to build. There was exactly twenty-five dollars in the club treasury, and this we exchanged for a building of our own.

The next inventory showed that we had a new building and no place to put it. By this time the club had so many friends in the city that we felt safe in any venture. The office of the Mayor was visited and our troubles placed before him. Laying aside his duties of office, he invited us to go for a drive around the city to check up on a location for the clubhouse. A fine site was chosen in Pomona's beautiful hill park. The following day a meeting of the City Council verified the transaction, provided us with a man to keep the flowers and lawn in beautiful condition, and authorized the park police to see that no harm came to the club or its young members. Incidentally, both the gardener and the patrolman who watch over us are members of the club.

It now seems like an audacious move, but we ordered the building moved to the new site although we did not know where the seventy-five dollars to pay the moving company, nor the additional seventy-five to pay for the new foundation, were to be found. By the time the invoices reached us in the customary thirty days, we did have the one hundred and fifty dollars.

The Pomona Recreation Center has had no Aladdin's lamp to rub when it becomes necessary to solve financial problems, but through the courtesy of our many friends and our own hard work we have been able to expand steadily through the fourteen years of our existence.

The money we needed to move and to provide the foundation for our club house was raised through a dance made possible through the courtesy of the Charles P. Rowe Post of the American Legion in permitting us to use its hall. One of the dads, who prefers to remain anonymous, helped pay other expenses that were incurred in getting the building settled.

To digress a moment, these dances were such happy events that they were carried on for over three years at fifteen cents per couple for boys, their girl friends and parents only. No townspeople not connected with the club were admitted. We have had as many as two hundred people on the dance floor at one time and never a single case of ungentlemanly conduct. We had our own orchestra comprised of members, and paid regular wages.

Other sources of revenue have always suggested themselves when the need arose. For many years we took all awards at the Los Angeles County Fair for model building. At that time the Fair Association put fifty dollars aside each year for the best club showing, and this prize money bought tools. In recent years the Los Angeles County Fair has not offered a prize for the best club showing, but models are entered under the department in which they are classified.

At the present time the finances of the Pomona Recreation Center are taken care of by dues of fifty cents per month. This usually is sufficient. In the event a boy comes to us with lots of enthusiasm, but no money, he is as welcome as though he had all the money in the world. He may do two hours of work for the club, and his dues are credited to his membership card for the month.

The Pomona Recreation Center has been in existence for fourteen years. We have never had much money or have we been able to afford all of the things we would like to do at any given time, but we do feel that we have been able to give our members the things they wanted most, and that we have worked steadily forward. It is our feeling that planning and imagination and work will solve most of the problems to which the recreation center is heir.

"Miniature railroading is a natural club venture because of the wide diversity of skills involved for this hobby requires all of the patient craftsmanship of airplane building plus a lot of other things. Aside from laying tracks and building accurate train replicas, your model railroader constructs trestles, tunnels and bridges of every known type, turntables, roundhouses, water towers and other railway buildings—all in minute scale. . . . Automatic signaling and remote-control systems whereby ten or more little trains are operated at once from a panel board, represent one of the most technical phases of this hobby.

"This is model railroading as distinguished from merely playing with your son's Christmas set of trains. . . . When I talk of 'model railroaders' I refer to some 200,000 adult men who spend five or six million dollars a year on this hobby for their own edification."—*Paul W. Kearney* in *Kids Call It Fun,* Magazine Section, *New York Herald Tribune*

That Spring Perennial—Rope Jumping!

By SUE HALL

Out in Falls City, Nebraska, a city of 6,000 people, the girls jump rope from daybreak to sunset! With the help of their physical education director they have collected the rhymes and events which they use. Try them on your playground and neighborhood sidewalk!

EVERY PLAYGROUND and every front sidewalk is crowded with girls and jumping ropes as spring comes to the land. No matter where one goes, east, west, north, or south, hand in hand with the sudden appearance of marbles appear the jumping ropes! One day the walks are clear. The next day they are occupied by jumpers. Each section of this country has its local version of jumping rhymes. Variations are slight so that a child may easily move from one locality to another. For a few times only need she watch and listen to her new schoolmates' jumping rope verses. Soon the "new girl" is jumping and chanting with the "old timers," happy and at home.

Here are some of the rhymes to which the girls of Falls City jump:

Take a long rope with two girls, one at each end as turners, and watch the fun begin. Without fully turning the rope, the girls do plain jumping to (1) a gradually raised rope, (2) a wriggling rope (sidewards or up and down), or (3) a rocking rope. The names of these are:

Building House	Cut the Cheese
Snake	Baby Cradle

With a full turn of the rope, one may add a plain jump each time and Run Through School.

Counting rhymes are very popular. Some children jump to 200 (200 times) before missing. This group includes:

Going by Ages
Going by A.B.C.
Raspberry (or Strawberry)
Charlie Chaplin
Cinderella, dressed in brown, yellow, blue, green, white, black, maroon, red, rose, pink, etc.

Soon a girl becomes an expert and demands something harder than the counting rhymes. Next come the "Hot" rhymes such as:

Salt, Pepper, Vinegar, Hot!
Mable, Mabel, Set the Table
One, Two, Three—Seven. All Good Children Go to Heaven

Even pantomime creeps into rope jumping. Indeed, acting out the words of the verses is a favorite activity. The jumpers try all of the following:

Teddy Bear, Teddy Bear
Rich Man, Poor Man
One, Two, Buckle My Shoe
Ten Little Indians
Down in the Valley
Mary, Mary, Quite Contrary

For quick and snappy jumping the single line verses are handy, for instance:

High Hills, Low Hills, No Hills
Long Hair, Short Hair, No Hair
Bicycle, Tricycle, Motorcycle, Car
Smart Girl, Rich Girl, Dumb Girl, Poor Girl
Diamond, Sapphire, Ruby, Pearl
Upstairs, Downstairs, Under the Bed

Fine Points of the Game

There is more involved in jumping rope than the average onlooker may think! Here are some of the fine points:

Fundamentals

Single rope; Long rope; Variations

Combinations of Plain Jumping

Without full turning of rope

Building House	Snake
Baby Cradle	Cut the Cheese

With full turn of rope
Running Through School

Counting

Going by A.B.C.	Raspberry
Going by Ages	Charlie Chaplin
	Cinderella

Hot

Salt, Pepper; Mable, Mabel; 1, 2 . . 7, . . . Heaven

Verses with Pantomime

Teddy Bear	Ten Little Indians
Rich Man	Down in the Valley
1, 2, Buckle Your Shoe	Mary, Mary, Quite Contrary

Single Lines

High Hills	Diamond
Long Hair	Upstairs
Bicycle	Roses
Smart Girl	Pink
	January

Description of Fundamentals

Single Rope

Crossed Elbows. Cross arms at elbow and turn rope with hands far out to the side to have a wide opening through which to jump.

Rock. Leave one foot in front of the other. Hop on front foot and then back foot, rocking back and forth.

Heel, heel. Hop, placing alternate heels forward.

Feet Together and Apart. Alternate, jumping with feet closed and then spread apart.

Ball Tap. Hop with straight leg in front and toe tapping in front.

Leg Swing. Hop on one foot, swinging forward other foot.

Jump Turn. Turn around while jumping with rope.

Toe Tap in Back. Hop on one foot, tapping toe of other foot in back.

Ball Bouncing. Rope handles held in front with rope on floor in back of jumper. Hold ball and rope handles together. Drop ball and turn rope. Jump, turning rope under a bounce of ball.

Legs Crossed. Hop on both feet with one ankle crossed over the other.

Two Feet. Hop with two feet together and at the same time.

Single Hop. Hop on one foot either right or left. Other foot raised, slightly bent at knee.

Skip. Ordinary skip over rope. One foot and then the other jumps in place or traveling.

Dance. Hop with a tap movement, such as a brush and tap between hops.

Long Rope

One long and one short rope. Two girls turn one long rope while one girl runs in jumping a small rope. Jump both in succession or together. Turn both ropes front door, back door, or one rope front door with the other back door.

Two long ropes. Two girls each hold the ends of two long ropes. Turners hold one hand slightly higher than the other. Hold one rope still and out to the side out of the way. Start turning the other, then turn the first rope the opposite way. Run in and jump both ropes in turn as each strikes the ground. Jumping is double quick but not pepper.

One long rope or medium length. Each turner makes a three-fourth turn standing inside of the rope and continues jumping.

One turner uses right arm for turning and turns body to left three-fourth of a circle.

The other turner uses left arm for turning and turns body to right three-fourth of a circle.

Both turners are inside of the rope facing the same direction and jumping together.

Running in front door. Rope turns towards the jumper. Jumper runs in and jumps after she is inside.

Running in back door. Rope turns away from jumper. Jumper jumps rope as she goes in.

Variations

Change of direction of jumper: 1. Forward; 2. Backward; 3. Sideward.

Change of direction of rope: 1. Front door; 2. back door.

Change of pace of rope and jumper: 1. Slow, jump every word; 2. Medium, jump every other word; 3. Fast, "hot," jump as fast as possible.

Change of height of rope and jumps: 1. Low, strikes ground; 2. High water, about knee height or higher.

Description of Rope Jumping Rhymes

Running Through School. Run through a turning rope without jumping. Run in, jump one, run out. Run in, jump twice, run out. Add a jump each time until all grades have been completed. College years—go in back door and jump one for first year, etc.

Building House. Jump a still rope placed on the sidewalk. Jump from one side to the other and back again either forward, backward or sideward. Raise slightly for each jump. Raise a definite number of times such as age of girl.

Baby's Cradle. Jump a rope swaying from side to side. Rope is same height throughout. Jump from right to left to right to left, etc., or front to back to front to back, etc. Continue until a miss occurs.

Snake. Wriggle, wave, or wag the rope sideways on the sidewalk. One jump over wriggling rope and try not to be bitten. The rope may be gradually raised for variety.

Cut the Cheese. Wriggle, wave, or wag the rope up and down. One jump over the wriggling rope.

Charlie Chaplin. Jump a turning rope once for every other word. Continue counting until a miss occurs.

(Verse)

Charlie Chaplin sat on a pin
How many inches did it go in? 1, 2, 3, etc.

Going by Ages. Jump a turning rope. The youngest girl turns the rope and the next youngest jumps first, the oldest last. Or, jump once for

every year of the jumper's age. Or, jump until a miss to determine how many years the jumper will live.

Going by A. B. C., etc. Jump a turning rope once for every letter in the alphabet. Continue jumping until a miss occurs. Then give a boy's name beginning with the letter missed. The jumper who goes all through the alphabet without a miss will be an "old maid." Go through a second time to learn the first initial of the boy's last name.

Going by Numbers. Jump a turning rope once for every number. Continue until a miss occurs. The number on which jumper misses indicates the number of children the jumper will have.

Raspberry. Jump a turning rope once for every other syllable. Continue counting until a miss.

(Verse)

Raspberry, Raspberry, Raspberry Jam (or strawberry)
Tell me the initials of your (or my) old man. A, B, C, D, etc.

Cinderella. Jump a turning rope once for every other syllable. Continue counting until a miss to decide the number of "people" in the first verse.

(Verse)

Black—Cinderella, dress in black
Went up stairs to peak through a crack.
How many people did she see? 1, 2, 3, etc.

Blue—Cinderella, dresed in blue.
Went upstairs to clean the flues.
How many flues did she clean? 1, 2, 3, etc.
or
Went upstairs to use some glue.
How many bottles did she use?
or
Went upstairs to shine her shoes.
How many shoes did she shine?

Brown—Cinderella, dressed in brown.
Went upstairs to make a gown.
How many stitches did she use? 1, 2, 3, etc.
or
Went upstairs in her nightgown.
How many gowns did she wear?

Green—Cinderella, dressed in green.
Went upstairs to have some dreams.
How many dreams did she have, 1, 2, 3, etc.
or
Went upstairs to see a queen.
How many queens did she see?
or
Went upstairs to fix the screens.
How many screens did she fix?
or
Went upstairs to use some cream.
How many jars did she use?

Maroon—Cinderella, dressed in maroon.
Went to the kitchen to make some macaroons.
How many macaroons did she make? 1, 2, 3, etc.
or
Went upstairs to clean a room.
How many dustcloths did she use?
or
Went upstairs to put on some perfume.
How many bottles did she use?

Pink—Cinderella, dressed in pink
Went upstairs to use the ink.
How many bottles did she use? 1, 2, 3, etc.
or
Went upstairs to write with ink.
How many letters did she write?
or
Went upstairs to wash the sink.
How many cleansers did she use?

Red—Cinderella, dressed in red
Went upstairs to make the bed.
How many covers did she use? 1, 2, 3, etc.
or
How many beds did she make?

Rose—Cinderella, dressed in rose
Went upstairs to powder her nose.
How many boxes did she use? 1, 2, 3, etc.

White—Cinderella, dressed in white.
Went upstairs to turn on the light.
How many light bulbs did she use? 1, 2, 3, etc.
or
How many switches did she turn on?
or
How many cords did she pull?
or
Went upstairs to see a knight.
How many knights did she see?
or
Went outside to fly a kite.
How many kites did she fly?

Yellow—Cinderella, dressed in yellow.
Went upstairs to kiss her fellow.
How many kisses did she give. 1, 2, 3, etc.

Lace—Cinderella, dressed in lace.
Went upstairs to powder her face.
How many boxes did she use? 1, 2, 3, etc.

Salt, Pepper, Vinegar, Hot! Jump a turning rope once for each word. After the word "hot" jump *fast.*

(Verse)

Salt, Pepper, Vinegar, Hot!

Mabel, Mabel. Jump a turning rope once for each word. After the word "hot" jump fast.

(Verse)

Mable, Mabel, set the table
Don't forget the salt, pepper, vinegar, *hot.*

1-2 *Buckle My Shoe or* (*Button*). Jump a turning rope for every other word. Pantomime. Run out at end of verse.

(Verse)

1- 2 Buckle my shoe (button)
3- 4 Shut the door

5- 6 Pick up sticks
7- 8 Lay them straight
9-10 Big fat hen
11-12 Ring the bell (or Books on the shelf)
13-14 Maids a-'courting
15-16 Girls a fixing
17-18 Boys are waiting
19-20 That's a plenty

Rich Man, Poor Man. Jump a turning rope once for every other word. Continue until a miss.

(Verse)

Rich man, poor man, begger man, thief,
Doctor, lawyer, merchant, chief,
Tinker, tailor, cowboy, sailor,
Big house, little house, pig pen, barn,
Silk, satin, calico, rags.

Teddy Bear. Jump a turning rope once for every other word. Pantomime. Run out at end of verse.

(Verse)

Teddy Bear, Teddy Bear, *turn around.*
Teddy Bear, Teddy Bear, *touch the ground.*
Teddy Bear, Teddy Bear, *buckle your shoe.*
(button) (tie)
Teddy Bear, Teddy Bear, *you'd better skiddoo.*
Teddy Bear, Teddy Bear, *go upstairs.*
Teddy Bear, Teddy Bear, *say your prayers.*
Teddy Bear, Teddy Bear, *switch off the light.*
Teddy Bear, Teddy Bear, *say good night.*

Ten Little Indians. Jump a turning rope once for every other word. Run out at end.

(Verse)

1 little, 2 little, 3 little Indians
4 little, 5 little, 6 little Indians
7 little, 8 little, 9 little Indians
10 little Indian boys.
10 little, 9 little, 8 little Indians
7 little, 6 little, 5 little Indians
4 little, 3 little, 2 little Indians
1 little Indian boy.

Down in the Valley. Jump a turning rope. Run out at end.

(Verse)

Down in the valley where the green grass grows.
(or in the meadow)
Sat little Mary, sweet as a rose.
Along came a billy goat and kissed her on the cheek.
(or nose)
Oh she let the billy goat kiss her on the cheek.
(or How many kisses did she get?)
Down in the valley where the green grass grows.
An ant stepped on an elephant's toes.
The elephant cried out in great surprise
"Why don't you pick on somebody your own size?"

Mary, Mary, Quite Contrary. Jump a turning rope. Run out at end.

(Verse)

Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockle shells
And the rest haven't come up yet.

Down by the Seashore. Jump a turning rope. Change rhythms as indicated. Continue counting until a miss occurs.

(Verse)

Susie broke the milk bottle
And blamed it onto me (Jump every other word)
I told Ma
Ma told Pa (Jump every other word)
Susie got a licking
So Ha, Ha, Ha. (Jump every other word)
How many lickings did she get? (Jump every other word)
1, 2, 3, etc.

Down at the Station. Jump a turning rope every other word. Run out at end.

(Verse)

Down at the station, early in the morn
See the little daffodils, all in a row
See the little driver, turn the little handle
Choo, choo, toot, toot, off they go.
See the little pufferbillys, early in the morn
See the little engineer, pull his little handle
Toot, toot, puff, puff, off they go.

Single line verses. Jump a turning rope once for every word. Continue until a miss occurs.

(Verse)

Pink, red, yellow, blue — choose the color
of your wedding gown.
High hills, low hills, no hills.
Long hair, short hair, no hair.
Upstairs, downstairs, under the bed.
Bicycle, tricycle, motorcycle, car.
Smart girl, rich girl, dumb girl, poor girl.
Roses, violets, carnations, weeds.
Diamonds, ruby, and 10 cent ring.
January, February, March, April, etc.

In a fascinating old volume which was published in 1845 under the title, *Sports and Pastimes of the People of England,* Joseph Strutt offers the following description of the game of rope jumping. "Rope Skipping," he says, "is probably very ancient. It is performed by a rope held by both ends, that is, one end in each hand, and thrown forward or backward over the head and under the feet alternately. Boys often contend for superiority of skill in this game, and he who passes the rope about most times without interruption is the conqueror. In the hop season, a hopstem stripped of its leaves is used instead of a rope, and in my opinion it is preferable."

All-Weather Hiking

By MABEL H. JAMES
Holland, New York

A joyous, strenuous hiking program, healthy appetites, ever-strengthening friendships—you'll find them all in the Buffalo Hiking Club!

ON AT LEAST two Sundays of each month the little village of Holland, New York, greets the members and friends of the Buffalo Hiking Club. Traveling thirty miles by chartered bus, these young people from schools, offices, and factories arrive attired in practical outdoor clothing. And here where the rugged terrain of the northern edge of the Allegheny plateau might daunt less adventuresome hikers, they tramp over byways and abandoned roads, viewing scenery as beautiful as New York State can offer. Weather does not exist that can dampen their ardor, nor do the deepest of snows discourage them!

The Club was organized in 1937 to arrange transportation from Buffalo for nature study hikes sponsored by the Garden Center Institute of Buffalo and conducted by the Center's naturalists. The irregularities and beauties of the hills of Holland, with their steep climbs, innumerable gullies, unspoiled views and occasional bits of primeval forests, have been an unceasing attraction not only to a faithful nucleus of regular comers, but to increasing numbers of new hikers some of whom find in this activity exactly what they want and so become "regulars." From small beginnings the attendance has grown to an average of over forty maintained during 1939 and 1940.

There are no age limits, and frequently there is a liberal sprinkling of hikers well past middle age. Sometimes an entire family participates, and it is not always the younger members who best endure the precipitous climbing or the repeated ups and downs of hiking over terrain that is deeply and frequently cut by gullies! Hobbies of the hikers, which are many, include geology, bird study, photography, moss collecting, general nature study, and just hiking.

Excerpts from a letter written in June by one of the members indicate a few of the things the hikers enjoy:

"This past year was the first time the writer had the opportunity to witness in the woods Mother Nature's complete folding and unfolding of her beauty. Through the summer months we shall carry with us, tucked away in our memories, such thumbnail sketches as these: Nature's final curtain call amid flaming bursts of red and shining yellow; hickory nuts; apple-laden trees; barbed wire fences; more barbed wire fences; the challenging uphill climbs; the rests at the top of the hills; the congenial companionships; fields of virgin white snow; the soft velvet feel of snow under foot; fox and geese; snow-covered evergreens; signing the guest book; hiking in a steady downpour; dripping wet pine branches; rushing brooks; wet moss showing bright green everywhere in the rain; five white-tailed deer; the Pratt hospitality; 'sugaring off' at Orville's farm and the rushing creek in the wind; a horned lark; an automobile horn signaling (don't worry—it's the assistant field captain!); the manly Art assisting ladies over fences with finesse; the first-aider, Harold, standing by the fences; grass whistles; Val's sail;

Hikers learn to recognize teasel and other weeds conspicuous in the winter landscape

Picture by G. E. Smith

(Continued on page 748)

What They Say About Recreation

"WHAT FURTHER provisions should we make for lifting the cultural level of America? The material poverty of great masses of our people is exceeded only by the spiritual starvation they suffer for lack of good music, fine art, beauty, color, and inspiration. Whether culture in its highest sense is to be the possession of the many depends upon whether our fine arts educational plans accompany our economic improvement plans."—*Dr. J. W. Studebaker,* Commissioner of Education.

"The arts are not all social. People who make things by hand often work alone; so do collectors. But they, like the rest of us, need to get together now and then to find out what others are doing, to renew enthusiasm, and simply for the sake of agreeable company."—*E. L. Kirkpatrick* in *Guideposts for Rural Youth.*

"Happiness is that abiding contentment that comes from a complete and abundant life, even though such a life includes, as all lives must, both success and failure, prosperity and adversity, sunshine and shadow, cradle songs and funeral hymns. To be happy we must know the realities of life, whatever they may be."—From *The Purposes of Education in American Democracy.*

"Many of our cities are still wildernesses for thousands of small children, in so far as the provision of constructive and real play opportunities is concerned. The menace of casual street associations is little realized by the taxpayers when they refuse to support well-planned playground activities."—*Cheney C. Jones* in *Social Work Year Book,* 1941.

"The job we have in recreation is to expose people to a great variety of recreational opportunities, to make them brush up against a lot of things and try them under decent circumstances, to tease them into doing things. When we talk about crafts we are not primarily concerned with what the individual does with the article when he takes it home, but what working on the article does to him."—*G. Ott Romney.*

"The anonymous freedom which modern conditions give the individual creates new problems for social control and makes more necessary the supervision of many forms of recreation. Those agencies, both public and private, which provide wholesome opportunities for study and play of one type or another protect the community as well as individual children from costly and perhaps disastrous social experiences."—*Cheney C. Jones* in *Social Work Year Book,* 1941.

"It seems reasonable to expect, from the experience of the past few years, that the use of our forests for recreational purposes has now become as definitely a part of any future forest management as the production of timber or other forest products. . . . Recreation of one kind or another in our forests has come to mean a year-round use of them."—From *Massachusetts Conservation Bulletin.*

"The activities common to most folks, the kind that have a universal appeal, the ones that build up a life in a community and stimulate pride in the countryside are athletics and games, fairs and exhibits, music, social pastimes, addresses, discussions, plays, festivals, and pageants. These five activities are characteristic of both the country and the city. . . . All of them are means of an outward expression of an inward feeling."—*Alfred G. Arvold.*

"Before long America may desperately need a generation possessed not only of a vivid and practical imagination, eager and competent in devising new and improved processes and products. We may need also disciplined skill of hand to bring the visualized idea into substantial reality. Perhaps we should place additional emphasis upon play in terms of early experience, to lay the foundation of the mechanical skills which society will find necessary."

"You cannot classify recreation. It is not an activity or a type of activity. It is an attitude. It is your response to what you are doing. It is a way of life."

Table Tennis Versus Ping-Pong

By

By MAXWELL TASGAL
Board of Recreation Commissioners
Bloomfield, New Jersey

THE GAME OF TABLE TENNIS has been sadly underrated in recreational adventuring. It has, in the past, enjoyed the negative distinction of being an activity limited in physical-workout possibilities. The layman will ask you with naive bluntness, "Table tennis? That's the same as ping-pong, isn't it?" To avoid complications you will probably answer "yes," knowing all the while that this is not true! Table tennis is a highly scientific athletic sport requiring quick feet. Ping-pong is a more passive diversion requiring the same equipment—and feet. But you won't tell that to the layman because it means tiring involvement. Instead you go about your business until the next time somebody says, "Don't be so high-brow. The name of the game is ping-pong." That's when you decide something's got to be done. So you do it.

You live in a typical town of some forty thousand people, and there are, perhaps, two separate bowling establishments, a couple of high school gymnasiums, a half dozen men's clubs, but—no table tennis emporium. So you give up your ideas of big league playing conditions and concentrate on the "cellar" game. You know of a number of people who have tables in their cellars, so you feel out the possibilities of organizing a league. Your publicity in the local paper picks up the tempo, and at the first organization meeting a goodly half dozen people appear. You notice that these individuals are mostly in their teens and are all of the male species. Two representatives are from boys' clubs and one from a college. During the course of the meeting it is decided that each representative will organize a team of four, a schedule will be drawn up, and matches will be held one night a week. The gathering disbands with the reminder that the next meeting will be the final one and everyone is urged to look around for more teams.

The next and final meeting is held and only four representatives are present. This is a terrific strain on your recreational ingenuity and a blow to your "table tennis" aspirations! You survive, however, to the extent of having the four representatives agree to pool players so that a six-team league is organized with three players on each team. The following week the league gets under way accompanied by proper newspaper publicity.

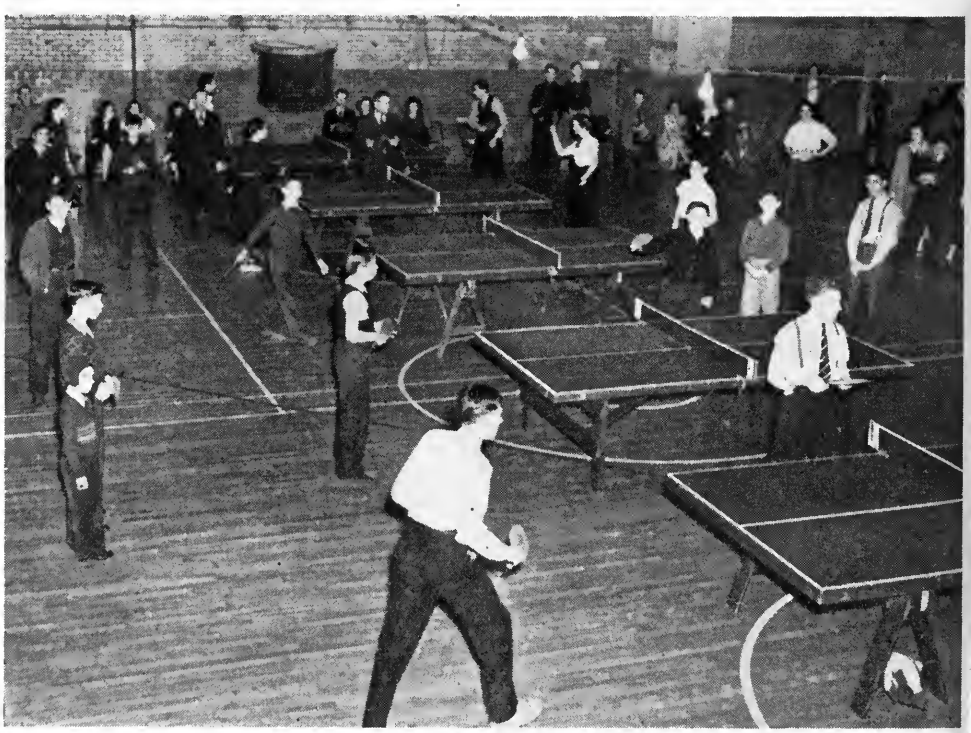
Week in and week out the local paper carries thorough accounts of the matches as well as advance predictions and pretty soon things begin to happen. First the High School asks to have two faculty teams admitted. Then a bankers' group investigates. A tennis club asks questions. A social club has a team. And that's the way it goes. The league is too far advanced to permit of any newcomers, so a second league is organized, and this one has nine teams of four players each. The original league is named the "National League," and the new one the "American League," and of course it is decided that the winner of each league will play a "world series" for the town championship.

The local newspaper now carries two columns of table tennis news instead of one, and pretty soon there is talk of the formation of an association dedicated to the cultivation and pursuit of bigger and better table tennis achievements. During the course of the boom you reflect on the values of your brain child. You notice that with all the other blessings attached to athletic activities, your pet is unique in that a certain social relationship of dignified proportions has been manifesting itself. You find that regardless of the character of the particular team, it assumes its role of guest and host with unerring graciousness. Every man's cellar is his castle. One particular bit of reflecting that brings forth a mental chuckle is the picture of the high school principal battling desperately for the point that will bring victory over his adversary, a recent high school student.

But what about ping-pong versus table tennis? Simply this. From among the numerous men engaged in league competition you have a choice minority who *do* play table tennis. These men, although not necessarily accomplished at the game, make an honest attempt to employ correct form, carry out offense and defense tactics, attend matches between top-notchers, and read books on the subject. One day you call in these players and outline a program of table tennis propaganda to be injected into the patient in the proper doses at the proper times. For instance, your agent, in the lull of a match, will remark, "The other night in — (a neighboring city) I saw the sweetest backhand chop." Or, "Barna (a former world champ) holds his bat like this for his flick." Or, "A little more topspin, especially down the middle, will drive a piddler crazy." The ping-ponger might not ask questions at the time but he will begin to realize that there may be more to the game than merely peppering the ball monotonously back and forth. On the newspaper front you mention the fact that about forty thousand people crammed their way in to see the world championships in London, or, "A space forty by sixty feet proved to be too small for the contestants one of whom scraped his knuckles on the side and rear railing." In actual competition the table tennis salesman with, let us say, a hard forehand smash, will illustrate to the ping-ponger that superiority is not necessarily based on competitive spirit but on method, pure and simple. Once the subject adopts the new system and gains a degree of skill at it, he becomes a confirmed table tennis fan and joins your legion to further stimulate progress in the new art.

The newly organized table tennis association decides that a week devoted to intensive table tennis activities would more or less climax an ambitious first year program so "—— Table Tennis Week" is formally announced. The high school gymnasium is brought into service for the occasion, and arrangements are made for the rigging up of adequate lighting facilities per table, the installation of an amplifying system, and the acquisition of a half dozen of the best tables in town.

(Continued on page 754)



Courtesy Department of Public Recreation, Sioux City, Iowa

A Social Dance Club

By GEORGE A. FAIRHEAD
Superintendent of Recreation
Danville, Illinois

The Danville, Illinois, Department of Public Recreation believes that if young people of high school age are going to dance —and dance most of them will—they should participate in this activity in wholesome, attractive surroundings, with adequate leadership, and last, but by no means least, as members of a dance club. And so a group of young people are now enjoying weekly dances at one of the city's recreation centers.

FOR TWO YEARS dances were held in our city without club organization. Attendance was high and certain necessary rules and regulations were hard to enforce. This was not due to lack of adequate leadership, but to the absence of any organization to which the young people could belong. With the opening of the center last fall a staff meeting was held and the problems of past years discussed. Most of the discussion centered around the control of the high school dances. Two staff members were selected to meet with the superintendent and work out methods of control. Some definite decisions were reached:

First, because of space limitations it was decided that 250 should be the maximum attendance. It was also decided that it should somehow be made to appear as a privilege to be allowed to dance. With these two objectives in mind the club was organized.

Each person desiring to join is required to register with the supervisor of the center, giving his name, age, school, address, and the names of his parents. If he qualifies for membership according to the regulations, that is, if he is a student in high school, or over sixteen years of age if not in high school, and not enrolled in grade school, his membership card is ready for him at the time of the next dance. No person is given a card on the night of the first dance he attends. On one side of the membership card appears the following:

"This is to certify that....., ...
Name Age Address
is a member of the Social Dance Club and agrees to abide by all rules and regulations of the club. I understand that my membership will be terminated if I do not conduct myself in the proper manner."

....
Member's Signature Center Supervisor

On the other side of the card are a few rules such as the following:

1. We must not run or make noises on the stairs.
2. Smoking is allowed only at designated places.
3. Proper dress will be necessary at all times.
4. The club committee reserves the right to withdraw this card for any reason.
5. Please do not leave this build- and expect to come back in during the evening.
6. This card is not transferable.

Around the edge of the card are numbers corresponding to the number of dances to be held during the year. These numbers are punched out as the member enters the hall. This makes it impossible for the person to leave the dance and return, or to leave and give the card to someone outside.

Ten club members were selected to form a committee to help supervise and conduct the dances. Their duties are to plan the activities for intermission, such as a grand march, special entertainment, square dance, Virginia Reel, relay races, and stunts, to assist in maintaining order and in serving as hosts and hostesses. This committee meets with the center supervisor during the week to plan the next dance. They have also taken it as their duty to help individuals learn to dance for the first half hour of the evening. Special dances are held at certain times with favors, noise makers and suitable decorations adding to the festivities. The dance club meets once each week and dances from 7 to 10:30 P. M. There is a check room for the convenience of the members. The music is furnished by the Recreation Department orchestra. Part of the orchestra members are furnished by WPA and other are hired by the Recreation Department.

In other rooms there are ping-pong tables, card tables, checkers, carroms, books and magazines. In addition to these rooms we have a large lounge that is open to members who may be waiting to meet their friends.

The results of the organization of this dance club are most heartening to the persons responsible for its operation. It eliminates the huge number attending as just spectators or trouble makers, and leaves more room for actual dancing. It makes it impossible for persons to drop in after having

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Growing Up Together in San Francisco

IN 1922, ON THE San Francisco playgrounds, a picture was taken of a quartet enthusiastically singing *America*. The singers were very young indeed—four years of age, to be exact! Years later, when they were high school students, they were rephotographed in their original pose, and the two pictures were published in the September, 1935, issue of RECREATION. In 1940 the group was reassembled and again photographed. Since it will not, in all probability, be possible to get the quartet together again, this photograph showing the 1940 group looking at their earliest picture will be of special interest. Have recreation departments in any other cities taken similar photographs?

This interesting photograph has been made available through the courtesy of Josephine Randall, Superintendent, San Francisco Recreation Commission

Awake and Sing!

By RODERICK WILLIAMS

"Wake up and start singing! Something, perhaps down deep inside you, will respond and make you glad."

YOU MAY BE one of those who say, "I hate opera, symphonies bore me. I'm just plain not musical. Why, I can't even carry a tune."

All you say may be perfectly true, and yet it may still be possible to open for you the door to that mysterious and wonderful treasure house of enjoyment music can give you.

I have yet to find the person who is entirely cold to music in every form. In the first place, absolute insensibility to tone is exceedingly rare. You may think you are tone deaf just because you have never had opportunity to use that faculty in such a way as to develop it. In the second place musicality takes many forms. Those who are untouched by melodies or harmonies may be very susceptible to the strong rhythms of a jam session. Others like nothing but the tone of certain instruments—the plaintive piping of an oboe or the humble twang of a jew's-harp.

There are two general departments to music aside from composing—listening and performing. The word *perform* may have a terrifying sound when urged upon the uninitiated. But listening is a passive occupation, and it is my aim to take the frightening aspect from the word *performer* and show you how you can benefit by becoming one yourself.

Let us suppose that you are not one of those rare cases, but an average individual with the normal faculty of being able to render "My Country 'Tis of Thee." It makes no difference whether you pick it out with one finger on the piano, whistle it, or sing it. If you can do it at all you are a potential performer.

Some people just can't make their vocal cords behave; they aren't built that way. If you are one of these, get yourself a piccolo or a cheap accordion as a substitute. Experiment until you can play a scale and then try some simple tunes you can do by ear. Or perhaps you're one of those lucky ones who had music lessons when you were young and (quite properly) rebelled at the antiquated methods forced on you. If so, you can take up where you left off and with modern, imaginative training learn to play and enjoy yourself. All you need is incentive.

"There is a certain irresistible magic in the sound of your own voice, even though you may be only a bathtub soloist," says Mr. Williams, formerly music critic on the *Brooklyn Eagle*. He feels that most individuals are a bit timid when it comes to raising their voices in the company of others, and believes that all they need is encouragement. And this he gives them in a stimulating article you'll enjoy reading.

"But," you are beginning to say, "what is the point of all this emphasis on performing? Why should I make the effort to perform when I already enjoy listening? What is there in it for me?"

Your questions are answered by Marshall Bartholomew, widely known and respected choral conductor and coach who once said to me, "When I was at the front in 1918 keeping the doughboys singing to forget their troubles, I discovered for myself the known fact that music is a fundamental need of mankind, as primitive and deep as the need for food and shelter and friendship."

The same thing applies today. A morning paper reported last winter that the Finns could always tell when the Russians were going to attack because they could hear much lively singing going on across the lines. The Russians were trying to forget that many of those who had gone out to attack the Finns the day before never came back.

If singing can make a professional soldier face death willingly what can it not do for you going about the everyday routine of life! When you are raising your voice in song with your fellow man, no matter whether you are singing by ear or reading your part in the music, you have achieved, however briefly, a state of serene harmony with your surroundings. You are completely and absolutely absorbed. That leak in the roof, and that unbalanced checkbook—a thousand and one major and minor worries of life are sloughed off in an instant.

I don't even ask that you take my word for it. The facts and figures speak for themselves.

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A Notable Anniversary

The fact that the Boys' Club of Fall River, Massachusetts, recently celebrated its fiftieth anniversary calls attention to the beginnings of this movement for boys and to its consistent growth and development over a period of more than seventy years.

In 1940 the Fall River, Massachusetts, Boys' Club celebrated its fiftieth anniversary. The first club to have a building erected solely for the recreation of underprivileged boys and the first to establish a summer camp for their use, the Club is known throughout the country.

The Club also celebrated the fiftieth anniversary of Thomas Chew in his capacity as its superintendent. Leader of the organization since its founding in 1890, Mr. Chew has influenced the growth of the clubs throughout the United States.

Perhaps few people realize that the earliest beginnings of boys' clubs date back seventy-one years to the Salem Fraternity in Salem, Massachusetts, where a farsighted person was disturbed by "the crowded state of the sidewalks with a human throng made up largely of young persons from twelve to fourteen years of age to those of twice as many years." The problem of how to reach this group with some wholesome recreation haunted this unidentified person until he finally found the solution in the Salem Fraternity, now considered the oldest boys' club in continuous operation in the country.

Meanwhile, in the summer of the preceding year, the Union for Christian Work in Providence, Rhode Island, had leased a suite of rooms "to control the mischievous and thoughtless element which will find its way into every public place." The three boys' club buildings now maintained in that city grew out of this early attempt to give young boys the advantages of well directed and organized play as well as the educational opportunities of various vocational classes.

In 1870 the New Bedford Boys' Club was formed, to be followed in quick succession by clubs in New Haven, Bridgeport, Waterbury, Meriden, Worcester, and Lynn, as the idea gained the enthusiastic approval of leaders throughout southern New England.

When the movement reached Fall River some twenty years after the Salem experiment, it gained new impetus largely through the generous financial support of Matthew C. D. Borden and the leadership of Thomas Chew. The Club's first home was an ordinary store building; its first equipment consisted of an old piano, twelve tables and benches, a small library of two hundred volumes, and sixty-five games. The attendance on the all-eventful first night was 141 boys. Since that night thousands of boys have wandered through the inviting doors of 360 clubs and their Canadian affiliates.

The growth of the Fall River Boys' Club was marked by a handsome building presented to it by Mr. Borden. Complete with a gymnasium, classrooms, library, swimming pool, game room, bowling alleys, baths, locker rooms, and a large auditorium, it was the first building of its kind. When the boys became too old for the club but persisted in joining in the evening's fun, the directors again went to Mr. Borden who donated the money for a men's division building, also the first of its kind and unique in that it was the only example of a men's organization which grew out of a boys' club. The Fall River organization now has grown to 1,500 members, and the men's division also boasts of an equally high membership. Throughout the country as a whole more than 285,000 youths are enjoying facilities made available to them. They are: swimming, bowling, saving money in Boys' Club banks, learning to draw, print, make things, and act in plays. In fact, the range of their activities is so great that every boy can find something to interest him year after year.

The educational programs of the clubs are ambitious ones. Among the most popular of the vocational classes are those in woodworking, drawing, toy making, and airplane modeling. But no less than fifty-eight other handicraft arts are taught in one or more of the clubs, and a total of 63,000 boys are actively enrolled in these classes. Swimming pools have proved ideal places for Red Cross life saving tests. Athletic fields and gymnasiums are an integral part of several of the clubs,

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Boys' clubs in all parts of the country are federated in an organization known as the Boys' Clubs of America, Inc., which has its headquarters at 381 Fourth Avenue, New York City.

There was keen interest in making things last summer on the playgrounds of Hagerstown, and more than 2,000 articles made for the most part from discarded materials were on exhibit at the season's end.

A City Plans for Play

By RUSSELL L. KEPLER
Playground Director

IN 1937 A GROUP of business and professional men and women in Hagerstown, Maryland, interested in the welfare of the city's children, organized a group known as the Hagerstown Supervised Playground Board with the objective of providing for leadship, places for recreation, and worth-while activities for the children and youth of Hagerstown during the school vacation period. The Board set up standards for playground administration, selected locations for playgrounds, and provided for their financial support. Through the cooperation of the Washington County Board of Education and the City Park Commission, the use of school buildings and grounds and and park spaces was secured. Indoor facilities for craft work, as well as outdoor playground space, was arranged for at each of the centers chosen.

The playgrounds have been successful since their beginning, and the past season proved the best experienced thus far. During the summer period of 1940, eight playgrounds were in opera-

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Tether ball was one of the activities most enjoyed by the playground children

The Square Dance Goes to College

Dancing at the University of North Carolina

By DON BISHOP

YOUR GRANDMOTHER enjoyed it and so did her grandmother, so there is nothing new about square dancing. Yet this ancient dance form is capturing the fancy of the collegiate crowd as has nothing since the Big Apple came up from the backwoods of South Carolina.

University of North Carolina students this year have swung into step with the "new" dance sensation with such enthusiasm that its advocates predict for it a nation-wide rise to popularity. The Charleston, the Lambeth Walk, the Big and Little Apples did it, they say, so why not the square dance?

New Yorkers recently were given a preliminary glimpse of what they may soon be doing when a dance team of students from the University demonstrated their version of the dance in the Empire Room of the Waldorf Astoria hotel, which hitherto had witnessed only the more formal styles of dance. Eight student couples were given ten minutes on the program of Kay Kyser, University alumus, whose orchestra was playing at the hotel. Kyser's orchestra furnished jazzed-up rural tunes and the students reeled off several of their less intricate square dance figures.

Chief local promoter of square dancing is Richard ("Fish") Worley, director of Graham Memorial Student Union, with Dean of Administration, R. B. House as an able assistant in calling the figures. Worley arranged a few small square dances here last spring. When he became Director of the Union he gave them a prominent place on his entertainment programs, and summer school students held weekly square dances on an outdoor court with string bands furnishing music. Graham Memorial now has its own string band composed of students.

Three dances have been held during the fall quarter, each drawing a larger attendance than the one before it. Some of the students wear barn dance costumes, others do nothing to "pretty up" for the gay, informal affairs. A "Sadie Hawkins Day" was held recently, with square dancing the major feature of the night's entertainment.

Worley teaches and calls all the figures. Some of the figures he uses are: the right hand across, bird in the cage, Georgia rang tang, grapevine twist, four-leaf clover, cowboy loop, ocean wave, grand right and left, wring the chicken's neck, wring the dishrag, and the singing wagon wheel, which is a creation of Worley's. He introduced singing to a revolving star formation and had the couples go through motions that the original dance creators never dreamed of. He frequently makes changes in old forms in order to simplify them. In fact, the dances are really combinations of true square dancing and folk dancing.

In square dancing, four couples form a square, each couple moving from one couple to the other. As many persons as wish to may participate in a folk dance. So Worley combines the two with many couples performing square dance steps. All the time he is calling figures, he sings novel jinglets:

"Swing on the corner, like swinging on a gate,
Now swing your own if you ain't too late."

Or,

"If that ain't hugging, ain't it a shame?
Break that ring with a corner sling."

Or,

"Swing 'em high, swing 'em low,
Swing that piece of calico."

Or,

"Milk the cow, wean the calf,
Swing your honey a round and a half."

"Many colleges are encouraging country dancing. It has been increasingly popular at student conferences the past four years. The State College in Connecticut recently sponsored a square dance festival reaching seventy communities. The Ag. students at Ohio State hold an annual square dance. At Texas U. the Swing and Turn Club has a dressy formal, and the Faculty Square Dance Club at Ohio Wesleyan sets the style for popular campus functions. At Urbana a group of older students are given training to help direct folk dancing at the annual Winter Festival on the campus. At Oklahoma U. there is a large game room used for country dances and it is said to be the most popular spot on the campus. At Berea College there are several folk clubs, and the annual Mountain Folk Festival has spread good music and country dancing to a score of mountain schools."—From *American Folk Dances.*

He has an ample stock on hand, but when the occasion arises, he produces a new couplet. Worley has a square dancing background, being from Buncombe County. But he is attempting to interpret the art in a simplified manner that can be understood by mountaineer, college student and society matron alike.

In the near future Worley will lead a team of Carolina students in a demonstration square dance at High Point. Then the team will teach the dance to the High Pointers. He also plans to visit all Orange County elementary and high schools to teach the dance to the children. They will perform in an annual festival here next spring.

Readers of *Recreation* who are dance enthusiasts will welcome the announcement that the second edition of "Good Morning," the booklet containing music, calls, and directions for more than forty old-time dances as revived by Mr. and Mrs. Henry Ford and arranged by Benjamin B. Lovett, is now off the press. Copies are available at 50c each from the Association or from the Dearborn Publishing Co., Dearborn, Mich.

At John Gould Goddard College in Vermont

SKIING IN VERMONT'S snow-covered hills and old-time dancing were friendly rivals for popular favor immediately after Christmas when the Washington County Folk Dance Association brought its summer activities up to date with a three-day school of country dances at Goddard College. And the same spirit pervaded the school as that which prevailed at the annual Vermont Folk Dance Festival held in August on the college campus in Plainfield.

The city ballrooms of the nation have lately adopted country dancing with all the vigor of a new-found diversion, but to this group in Vermont folk dancing is something as old as the early "pitches" when settlers first brought cows into the Winooski valley. And since the attendance at the school turned out to be better than half school-age youngsters, it is likely that the country dances will remain a form of Saturday night recreation throughout Vermont long after city folks have taken up some new idea.

Vermont has a set of country dance traditions all its own, and several intricate dances unknown to the rest of the nation. To keep these traditions safe, the Washington County group organized many years ago for the purpose of searching out techniques and teaching them to other groups gathered solely for amusement. When the group heard that the folks down in Chelsea had a different twist on the *promenade forward* of a *Boston Fancy,* they sent someone down, and now the Chelsea tradition

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Assisted by teachers from the Washington County Folk Dance Association, young Vermonters study the old country dances at a mid-winter school at Goddard College

A Campaign for Cleanliness in Parks

The story of Chicago's effort to make its parks the cleanest in the world

By GEORGE T. DONOGHUE
General Superintendent
Chicago Park District
Chicago, Illinois

AMONG undisputed superlatives in Chicago's formidable list, this city claims the largest and probably the best system of public parks and boulevards in the world! But the Chicago Park District, not content to rest on such laurels, has inaugurated a campaign to make its parks the "cleanest in the world."

R. J. Dunham, president of the consolidated system since 1934 when twenty-two separate park authorities were united under one jurisdiction, has devoted a great deal of thought to the problem of combating untidiness. The magnitude of this problem, which involves 136 parks and 162 miles of drives and boulevards, a total acreage of approximately 5,337, is evident from the fact that it costs the taxpayers an average of $150,000 annually to gather and dispose of trash left by careless users of Park District facilities. During 1939, 8,000 truck loads—540,000 cubic feet—of litter were removed from the parks, boulevards, and drives. For the "laid-end-to-end" statisticians, it might be noted that this amount of trash is sufficient to cover nearly twelve acres of land to a depth of twelve inches. Removing litter requires a force of 320 men and a fleet of twenty-eight large trucks.

GEORGE T. DONOGHUE

Early in August the "Anti-Litter Campaign" was launched. An ordinance, seldom enforced, if ever, was brought forward as an ultimate recourse. It stipulates a minimum fine of $5.00 and maximum of $200 for each offense when anyone is caught littering park property with any sort of waste material.

Chicago Park authorities set the pace in courtesy some years ago by using attractive signs with the legend: "Please save this lawn for summer" instead of the usual brusque "Keep off the grass." The idea "caught on" and other cities adopted the persuasive style of asking people to spare the grass in its formative stages so they might enjoy it later. When the Park District officials went on the warpath about litter, however, they injected a sterner note. Equally attractive signs were erected, and the appeal was for cooperation: "Help Keep Chicago's Parks Clean! Place paper and all other rubbish in waste containers," but beneath this exhortation is: "Warning! Park District ordinances prohibit littering. Violators are subject to arrest and fine of $5.00 or more."

More than 12,000 containers were placed throughout the parks and boulevards for convenience of the public, and efforts were made to provide them in sufficient number to accommodate special areas in which use is concentrated.

So potent was the appeal to civic pride, however, and so excellent the cooperation, that at this writing no arrests have been made. Of course there has been no disposition on the part of the Division of Police to penalize mere thoughtlessness. Instead, all park employees directly in contact with the public were furnished cards which were printed on both sides with an appeal to help

The campaign for clean parks described by Mr. Donoghue in this article is merely an extension of the thought which the Chicago Park District seeks constantly to emphasize: "These are *your* parks," the citizens are told. "Use them and care for them in that spirit."

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An April Shower

Guests coming to this party must wear their raincoats and rubbers even though it's sunny. Then they'll be prepared!

MARCH WINDS are having their fling these days, but April showers are waiting just around the corner, and seed catalogues are reminding us hopefully of May flowers. If you're waiting impatiently for those first spring blossoms, why not take advantage of April's offering and plan a spring shower party? This kind of April shower won't dampen anybody's enthusiasm!

From colored construction paper cut small umbrella invitations well spattered with white ink "rain drops." And don't forget to remind the guests that they must come dressed for a shower. It will certainly put them in a mood for your party if they must come trudging along in raincoats and rubbers on a bright sunny day. And then, too, they'll be prepared if it rains before the party's over—as it probably will!

Spring Breezes. As guests arrive and remove rain coats and rubbers, ask them to help the early arrivals blow up some spring breezes.

Teams stand on opposite sides of a table, in the center of which has been placed a ping-pong ball. The object of the game is for each team to blow the ball off the table on the opposing side and to prevent it from going off the table on their own side. Each successful "spring breeze" scores one point.

How's the Weather? When all of the guests have arrived, two circles are formed, men in the outer circle and girls inside. At the signal, the circles start moving, men clockwise, girls counter-clockwise. Upon the next signal the marching stops; the men and girls face each other and start talking about that old conversational stand-by — the weather. Another signal starts the circles moving again and the procedure is repeated. This game should move quickly and should not be played for too long a time.

Topics may be announced each time, if desired. The first conversation might be based on the amount of rainfall in the spring as opposed to the autumn. The second might have as its subject the truth of the statement that "April showers bring May flowers." Even your most weather-minded guest will have trouble keeping the conversations going.

Relay Games

Spring Showers. Any housewife finds that spring showers on wash day are one of life's tribulations. When it rains, in comes the wash and after the shower it has to be hung up again. In this game the party guests will have a chance to follow the footsteps of the housewife on a typical wash day in spring.

Teams stand in single file, lined up behind a starting line. Stretched across the opposite end of the room is a length of cord—the clothesline. In front of the line and opposite each team is a box of clothespins and an improvised "wash basket" in which are several articles reminiscent of the weekly wash. Use your imagination and the results will be hilarious.

Upon the signal, the first person on each team runs up to his respective wash basket, takes out the articles, hangs them on the line with the clothespins, and runs back to the starting point. If an article falls down, however, he must go back and fasten it securely. The second person on each team runs up to the line, takes down the wash, puts it back in the basket and places the clothespins in their box. The game continues until the

winning team finishes first in this uproarious relay. And it deserves to win!

A Walk in the Springtime. The teams again form single files behind the starting line. The first person in each team receives a suitcase. On the signal each one races to the designated goal, opens the suitcase, takes out and puts on a raincoat, sou'wester, and overshoes. Provide buckled galoshes, if any can be found. When he is all dressed and well protected against the spring showers, the player closes the suitcase and sprints back to the starting line. There the next person on his team helps him remove the clothes and put them back in the suitcase. Then the second person takes the suitcase and repeats the procedure. The team whose members first complete their springtime walks is the winner.

Spring Beauties Race. Players once more divide into teams, each group being given the name of a flower. Each "flower family" lines up single file behind its team captain, who stands ready on the starting line. Each person places his hands on the shoulders of the individual directly in front of him, making a solid line. Opposite each team is a designated goal around which they must go.

The leader calls out different events in a series of races and scores the winning team in each case. The first event might be a walking race in which the teams walk up to and around their goals, each team member keeping his hands on the shoulders of the person in front of him. (If a line is broken, it cannot continue until each person again has his hands in the correct position.) The group first returning to its place at the starting point is the winner. Other races in this series might be: running, hopping, skipping, walking backwards.

Sir Walter's Cloak. A man and a girl are selected to represent each team. The men receive two newspapers each. On a signal, the couples progress to the goal line and back again, the man placing the newspaper first under one foot of the girl then under the other, so that she does not have to step on the floor. If the girl steps on the floor, the couple must begin over again. First couple to finish wins.

This game may also be played in relay style. Each team is made up of couples who race to the goal via the paper route and return to pass the paper on to the next couple on the team. The first team to finish wins.

As another variation of this game individual players may compete in team relays or with one person representing each team. The first player is supplied with two small pieces of cardboard. He must stand on one foot on a piece of cardboard, while he places the other piece in position for his next step. Anyone touching the floor with either foot must go back to the starting point and begin again.

Pencil and Paper Games

Rain in Tin Pan Alley. Distribute pencils and a copy of the list below to each guest. If players glance casually at the list, they may think it nothing more than a group of possible titles for "rain" songs. However, upon examining the phrases closely they will discover that every one is composed of two separate sections, each a portion of a title of a well-known song connected with rain. The object of the game is for the guests to unscramble the titles. This list given to them is below on the left, and the unscrambled titles appear at the right.

Listen in the Rain	Listen...to the Patter of the Rain
Painting the Rainbow	Painting...the Clouds with Sunshine
Singing to the Patter of the Rain	Singing .....in the Rain
I'm Always Round My Shoulder	I'm Always.....Chasing Rainbows
It Ain't Gonna Be Your Umbrella	It Ain't Gonna...Rain No More
Over the Clouds with Sunshine	Over .....the Rainbow
There's a Rainbow Chasing Rainbows	There's a Rainbow..Round My Shoulder
Let a Smile Rain No More	Let a Smile.....Be Your Umbrella

These songs may be used in group singing at the end of the evening to send guests home in the proper "showery" spirit.

Rain, Reign, Rein. Quite a few words in the English language which have different meanings and are spelled differently are pronounced alike. Ask guests to think up six or more sets of homonyms, each consisting of three words. An example is the title of this game: rain, reign, rein. Others are:

two, to, too	fane, fain, feign
vein, vane, vain	pare, pair, pear
way, weigh, whey	peek, peak, pique
wear, ware, where	sent, cent, scent

As an alternative, players might list homonym sets composed of two words each. These are some of the sets they might record:

all, awl	heel, heal	pray, prey
born, borne	lea, lee	straight, strait
bow, bough	mane, main	style, stile
faint, feint	mien, mean	tare, tear
feet, feat	peel, peal	there, their
grate, great	peer, pier	wait, weight
hare, hair	plane, plain	wave, waive

The person with the longest list, in either case, is the winner.

Spring Fever. This very common ailment is often blamed for many peculiar actions, so you can probably lay the blame here for the following pixilated proverbs, sayings, and selections about spring, sunshine, and showers.

Give the guests a list of these verbose phrases and see if they can translate them into ordinary English. Thus, "It is precipitating felines and canines" emerges as the frequently used phrase, "It's raining cats and dogs." See how many of these you can guess yourself:

1. Precipitation, precipitation, remove thy immediate presence from this place to some other locality; return upon another occasion.
2. Into each term of conscious existence a certain amount of precipitation is required to decend.
3. There exists an agreeable condition of the atmosphere on every occasion when congenial companions congregate.
4. The object in question descendeth in the manner of soft liquid falling in condensed drops from the region of celestial glory upon the site immediately below.
5. The atmospheric disturbances which occur during the third period of lunar revolution, when combined with the sudden precipitatious during the fourth month, produce at the time of the fifth lunar revolution plants esteemed for their blossoms.
6. The light produced by beams radiating from the luminous celestial body which is the center of the solar system comes immediately after the steady descent of drops of condensed vapor.
7. In my opinion it fails to precipitate ordinary drops of condensed vapor; the precipitation at this time is producing a species of narcissus characterized by large single or double blossoms.
8. Oh, to be present in that part of the British Isles which is south of Scotland and east of Wales now that the fourth month of the year has arrived in that vicinity.
9. If the season in which the noonday sun shines most obliquely descends upon us, is it possible that the time of the vernal equinox can be very much in the future?

Answers

1. Rain, rain, go away; come again some other day.
2. Into each life some rain must fall.
3. It's always fair weather when good fellows get together.
4. It droppeth as the gentle rain from Heaven upon the place beneath.
5. March winds and April showers bring forth May flowers.
6. The sunshine follows the rain.
7. It isn't raining rain to me, it's raining daffodils.
8. Oh, to be in England now that April's there.
9. If winter comes, can spring be far behind.

Refreshments

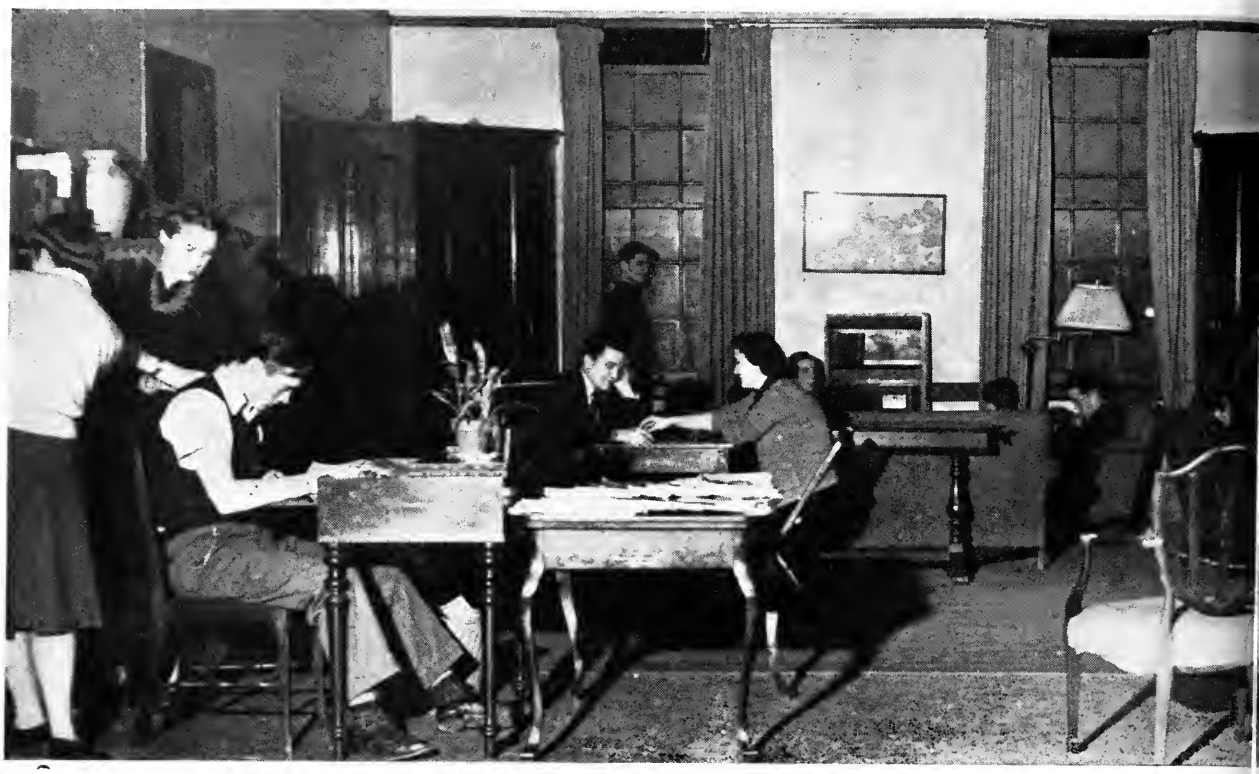
The End of the Rainbow. This search for the end of the rainbow is built around a string maze. Red and white string—or any other two colors—are used. Each man is given the end of a piece of red string; each girl receives the end of a white string. All are to follow their individual strings and find their way through the tangle—to the end of the rainbow. There a girl, for example, would discover that her string joins a red one with an explanatory note. The note says: "Wait for your partner, then go quietly into the next room."

One by one the couples vanish. Finally when the last person untangles his string and joins his partner to hasten into the next room, he finds everybody else already there—waiting for refreshments.

What could be more appropriate for an April party than umbrella favors? Tiny umbrellas can be made by tying a pleated frill of brightly colored paper to a length of pipe cleaner. Bend the other end of the pipe cleaner around to form a base. A little glue on the base will attach the umbrella to a card. A perky bow might be tied on the umbrella handle.

If the guests are to be served buffet style, place a favor on each plate with a slice of "pot of gold" cake (yellow cake). The bowl of punch on the refreshments table might be appropriately labeled "Rain Water."

The refreshments table itself may be covered with strips of colored paper glued together for a rainbow effect. Thus, as spring showers gradually do, this "April Shower" ends with a rainbow.



EVERY NOON, at the Goddard Neighborhood Center in New York City, from eighty-five to a hundred boys and girls used to eat lunches furnished by the Board of Education and served by girls from the NYA. Then suddenly the Board ruled that the noontime meal should be served at the schools, and the lunches at our Center were discontinued. We now had a problem on our hands—a lunchroom full of green tables and benches which were hardly suitable for a club or game room.

For a long time one of the major problems of the Center had been the hallways where boys and girls hung around talking and loitering with nothing to do. Whenever a staff member tried to clear the hall, the answer was always the same, "Where can we go?" And they were right—all the rooms were in use and these young people had no place to go. They didn't want to go home; they wanted to go where their friends went and do what their friends did—they wanted to listen to music, to read, dance and lounge.

Finally an idea came! Why not make the old lunchroom into a senior lounge, a "hangout" room for all those over seventeen years old? A committee of older boys and girls was set up and a meeting called. They were all enthusiastic, but they soon discovered that the room couldn't be used as it was, crowded with empty tables and benches. The committee wanted a room with a homey atmosphere, a room with curtains, lamps, rugs and sofas, and they decided to fix it themselves.

A "work day" was proclaimed and the committee reported for duty. Tables and benches were taken out, the room was painted, the floor waxed, and the girls went to work on the curtains. Members of the Board of Directors were told of the scheme and asked to donate furniture. A rug, a few chairs, tables, lamps soon began to arrive and some furniture was taken from other rooms in the Center to make ready for the gala opening party planned by the committee. A meeting of the entire group was held at the party and suggestions were asked from everyone. The most frequent complaint was "Why no music?" or "The room isn't complete without a radio."

This was problem for the seniors. An older boys' council took up the matter and put on a special dance in the gymnasium with profits to be used for a radio. The dance was a success and the new radio was soon installed in its corner. With an admission price of ten cents, dances were continued each Friday evening and attendance soon rose to 400. Some of the proceeds were used for other activities at the Center, but the boys did buy chairs, a sofa and tables for their lounge, and took great pride in their accomplishments.

At first the lounge was open three evenings a week but when the demands grew it was opened

From Lunchroom to Lounge

By

CHESTER L. LARKINS

Ingenuity and imagination, plus the willingness to work, won for these young people an attractive meeting place at Goddard Neighborhood Center in New York City

five evenings each week from 7:30 to 10:00. A member of the staff acts as host or hostess each evening. They provide the players with games and equipment, wander among the groups and often take part in the impromptu discussions.

Soon boys and girls from the soda fountains and the candy store hangouts began to come over. They read, listened to their favorite radio program, chatted with friends or waited for their class or gym period to begin. The increasing requests for table games prompted a committee to purchase a supply of these games and the tables are always in use.

There was a growing need for books and magazines, since the few brought in by members and friends were not enough to supply the demands. Once again a committee was set up, this time to study the library problem. They made up a questionnaire of pertinent questions and circulated it among the members. Do you think books should be taken from the room? Should there be fines? Check your favorite magazine. What kind of books do you like? Would you like to build the bookcases? Do you think the bookcases should have doors and be kept locked? The survey showed interesting results. One of the most heated discussions was over the problem of locking the bookcases. The group finally decided that they were no longer children and could be trusted with the open cases.

Under the leadership of a staff member two Saturdays were spent building bookcases for about 600 books. When completed, the shelves and walls were painted cream and light blue to harmonize with the curtains. Board members had solicited books from their friends, and about 400 books were already waiting to go into the new cases. One board member provided money for a magazine fund and a subcommittee was authorized to purchase weekly and monthly magazines.

Again the committee went into action on the problem of operating the library. Books were classified according to the Dewey Decimal system and everyone was asked to pay an initial fee of five cents for a borrower's card. Magazines and books were to be checked out as in a public library. Fines, length of loans, and renewal policies were debated by the group. The host or hostess and two members of the library committee are responsible for the operation of the library each night. Actual results of the newly-established library cannot be measured yet, but at least these young people are learning to shoulder responsibility and take an interest in their own work.

Every neighborhood or community center needs a lounge, a "drop in" or "hangout" room. If the young people become interested they will enjoy cooperating and many problems of organization and operation will be solved. Careful consideration should be given to the location of such a lounge. We are fortunate in having our room on the second floor and, therefore, out of the way of those who merely pass through the lobby and are so often tempted to stop and loiter at doors that appear inviting. It is next to a small kitchen with a connecting door which, when open, makes an ideal counter from which to dispense refreshments. One entire end of the room is made of folding doors which can be opened to make the room twice as large and provide an excellent place for dancing at special parties.

Now that the abandoned lunchroom at our Center has become such a successful senior lounge, we are working on plans to establish a similar room for younger boys and girls from fifteen to seventeen years old.

Joop to the Rescue!

THE PROBLEM of audience courtesy is not restricted to children's theaters, but one theatrical group seems to have discovered a solution for the juvenile branch of the problem at least. The newest champion of the intelligent audience is Joop, the Giraffe, long-necked mascot of Junior Programs, Inc., with headquarters at 37 West 57th Street, New York City.

These non-commercial children's producers, who number among their audiences 1,500,000 young people in the United States and Canada, have adopted Joop as a means of educating children in the rudiments of audience courtesy. The giraffe has become the symbol of the perfect audience — he can make no sound, therefore never shouts, whispers, or coughs; doesn't rattle the furniture; always sees without standing up; rarely needs a drink of water; and is generally peaceful and well behaved.

The original Joop, a former inhabitant of East Africa who was adopted by Junior Programs and christened with milk in 1939, remains in Frank Buck's "Jungleland." But his life-size facsimile appears at every Junior Programs ballet, opera and play to remind the young audience that a Joop Club member is always courteous. Joop is the property of the organization and may be used only in connection with its performances.

When the big giraffe stretches his five-foot neck from behind the curtain in towns and cities throughout forty-six states this season, children from four to sixteen will be getting their lessons in top ranking entertainment as well as in audience courtesy from Junior Programs.

This five year old organization attempts to bring the best in drama, opera and ballet to children of all economic groups. Last year its three traveling companies nearly doubled their itinerary, gave 558 performances before the wide-eyed children of 220 communities, and covered over 80,000 miles from Maine to Florida, as far west as California and north to British Columbia.

Traveling in automobiles and trucks bulging with scenery and stage equipment, more than fifty adult professional performers bring music and drama to children in cities and rural centers. Opera singers, ballet dancers, actors, musicians, lecturers and puppeteers perform for their young audiences under the sign of the long-necked giraffe.

From hundreds of possible manuscripts and books, plays, operas and ballets are selected and adapted by Junior Programs for its child audiences. Its professional entertainers then put the selected work into production, pack it up in trucks and begin their many-week tours. Under the sponsorship of local civic organizations throughout this country and Canada, these productions are offered to children at an average of ten to twenty-five cents, with free admission for the underprivileged child who cannot afford even this price.

Although the organization began as a service bureau and general reviewing medium for children's entertainment, much of the emphasis in recent years has been on its own productions. This season they are not booking directly any lecturers or individual concert artists, although they continue to lend the Junior Program name to some of the shorter programs which have been approved by their advisory committee.

The guiding principles which have resulted in a phenomenal five year growth in this movement are, first of all, that children's productions must be of the highest caliber and suited to the special needs of a young audience, and, second, that sound planning and organization will enable a community of any size to bring the best in professional entertainment to its youth.

With the help of an educational committee, project material is provided for schools in communities where the productions are scheduled. Many departments and clubs can coordinate this material with their own work and help to prepare the children for appreciation of the programs. Such projects are easily worked out with the aid of special stories, games, dances, art

(Continued on page 750)

"The spontaneous rise and rapid growth in America of a movement guiding children and youth to a knowledge and appreciation of the best in drama, music and the other arts through the voluntary efforts of parents, teachers, university women, and social and civic agencies furnishes a pointed commentary on national cultural development in a democracy."—*Dorothy L. McFadden,* Founder-Director, Junior Programs, Inc.

Softball—the New American Fever

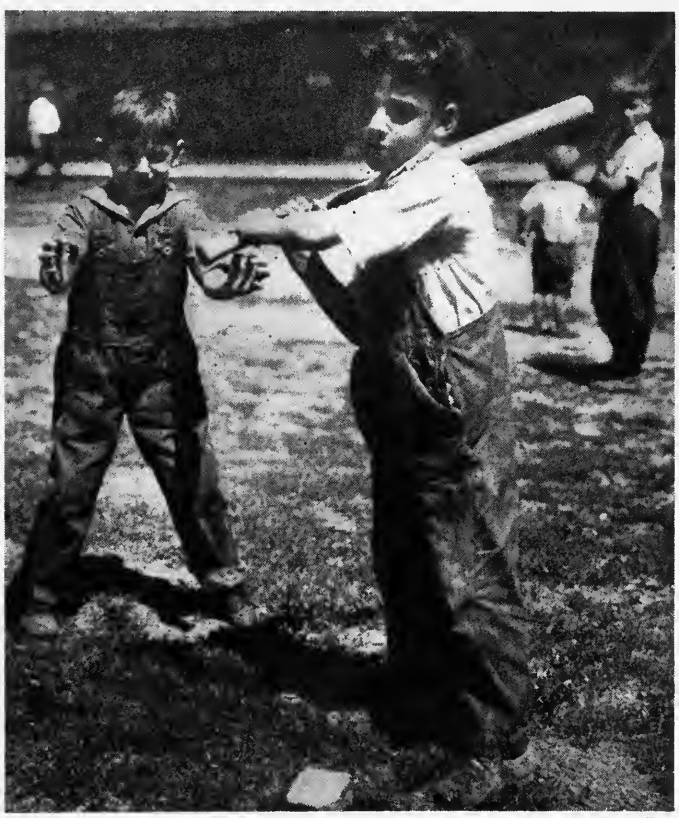
By ARTHUR NOREN

Mr. Noren, who is Superintendent of Recreation in Elizabeth, New Jersey, is secretary of the Joint Rules Committee appointed by the National Recreation Association. He is author of *Softball,* one of the series of books in the Barnes Dollar Sports Library.

WHEN THE 1940 World's Softball Championships closed in Detroit, Michigan, on September 10th, and the Kodak Park of Rochester, New York, had won the designation of World's Champion (men's division) while the Ramblers of Phoenix, Arizona, had attained the goal of competitive softball among women players, the game of softball had passed through its most successful year of play. More than a half million teams played in games this past year—on sandlots, city playgrounds, athletic fields, and in great parks. In most towns and cities in every state in the Union, leagues and tournaments were organized to provide opportunity for competition that would eventually determine the team to represent that state in the national championships. And for every team that entered a league to gain championship recognition there were twenty teams playing softball for "the fun of the game." Sports writers and officials who are close to the game have stated that more than 10,000,000 players participated in organized games last year and that the fan attendance would reach astronomical figures.

This is softball, baseball's kid brother, the new American fever, the sport miracle, the game that ranges in its demand of skill and ability from the recreative efforts of Lowell Thomas's "Nine Old Men" to the lightning fast, streamlined game which attracts players of the calibre of Ken Keltner of Cleveland and Tommy Henrich of the New York Yankees, who came up through the softball way. It demands the type of skill and energy which was demonstrated in Detroit last September when Toronto, with Cam Ecclestone pitching, defeated Phoenix, Arizona, 1-0, in a twenty-four inning game, the longest tournament game on record. In the last inning, Len Murray, seventeen year old pitching ace of Phoenix, was hurling the ball as fast as he did at the start of the game, hours earlier.

Softball, starting informally on the playgrounds of America, is now played in all corners of the United States



Courtesy Department of Public Recreation, Reading, Pa.

The Modest Beginnings of Softball

Just as the modern automobile, fast, streamlined, efficient, popular, has little in common with the original horseless carriage, so does softball, as developed today, have little in common with the game which was invented in a gymnasium in Chicago in 1887, taken out into the playgrounds of that city and promoted by the public playgrounds around the country as a desirable outdoor game for play in the small school playgrounds. Some will recall the game as an insipid form of baseball. In many places it was known as kitten ball, mush ball, diamond ball, indoor-outdoor. There was no uniformity in the rules of play, and its importance in the

realm of sport and recreation was negligible.

In certain states, however, the game rapidly progressed, better rules were devised, better equipment was developed by the manufacturers, and a request, so typical in the history of American sports, for a body to promote the game by devising uniform rules and equipment, was presented at a convention of public playground officials in Springfield, Illinois, in 1923. This date marks the start of the development of softball as we know it today. The committee appointed by Joseph Lee, President of the National Recreation Association, was later enlarged to form the present Joint Rules Committee on Softball. The function of this committee has been to secure general acceptance, publication, and wide circulation of a standard set of rules; to study the game in order to recommend changes in rules that would benefit the largest number or players; and, last but not of least importance, to work with the manufacturers of sporting goods to secure standard and satisfactory equipment.

In 1932, attempts were made to form several national organizations for the purpose of promoting and controlling inter-city and inter-state competitions in softball. This game was going through the growing stages that have been typical of our other American sports. The Amateur Softball Association of America soon established its leadership as a responsible sports-governing agency and was recognized by the Amateur Athletic Union. Unquestionably, much of the responsibility for the growth and popularity of softball has been the promotion and direction of city and state tournaments, culminating in the World's Championship series, the sixth of which was held in Detroit last September. In no other team sport do we have the number of teams and individual players enrolled in a competitive program that is directly related to a national championship.

Basically, the fundamentals of softball are the same as baseball, the greatest of our American sports. Batting and fielding strategy are pretty much the same except that because the play of the game is confined to a much smaller area, the action seems to be and probably is much faster than baseball. With the bases only sixty feet apart, spectators are continually thrilled by fast drives, bare-handed stabs and lightning throws. Close decisions are the rule on most plays, and famous double play combinations are known in every softball center. The game is fast, often taking not more than an hour to complete seven innings of play, and it has developed physical skills that compare favorably with any of our great sports.

Perhaps, the outstanding and distinctive technique in softball is the underhand pitching. American youth has been brought up on the tradition of overhand and sidearm throwing, with amazing accuracy, speed and control. To make certain that batters could hit the larger, heavier ball, the rules provided for underhand pitching, with the result that a slow, loop pitch was common. However, the usual tendency of the American athlete to invent and develop special skills evidenced itself in the realm of softball pitching.

Pitchers like Paul Watson of Phoenix, Arizona, John Baker of Westport, Connecticut, and "Shifty" Gears of Rochester, New York, developed wind-ups that baffled the eye, followed by a throw and release of the ball that traveled with a speed comparable to the overhand hardball. Practice, practice, practice—and a new sport technique had been developed. Amazing speed, spins, hooks, slants and drops. The outstanding pitchers (and their names soon became famous) had taken soft softball from the small playground and made it a major form of competitive sport. The unexpected strength of the pitching has been counteracted to some degree by increasing the distance of the pitcher from the batter's box (now forty feet) and by eliminating some of the tricky, confusing wind-up devices. The Rules Committee is interested in securing a more nearly perfect balance between offensive and defensive play and during the coming year will concentrate on studying necessary steps to achieve this balance.

Softball is now accepted and played in every corner of the United States and has followers in Cuba, Puerto Rico, Canada, Mexico, and other countries. Great rivalries exist between various states, and the claims to greatness in this sport are made wherever softball followers gather. Michigan, Arizona, Colorado, California have each year sent strong representatives into national competition. The cities of Rochester, New York; Phoenix, Arizona; St. Petersburg, Florida; Elizabeth, New Jersey, and Detroit, Michigan, are typical points where unusual pitching has been developed, and, combined with excellent fielding and strong hitting, they have produced top flight teams every year.

As each major sport has its heroes whose feats of skill are remembered, so has softball a galaxy

(Continued on page 745)

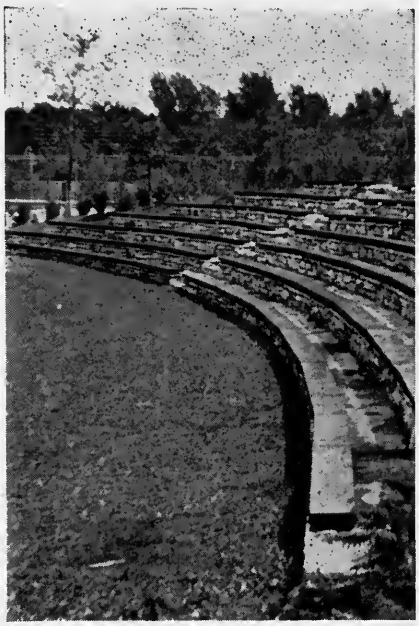
"Park-Schools"

An Experiment in Cooperative Planning

By ROBERT E. EVERLY and JOHN MCFADZEAN

Seven years ago the Park Board and the School Board of Glencoe, Illinois, decided to get together. Some courageous individual had the temerity to suggest that cooperation between these two civic agencies might be an efficient, economical, and intelligent way of doing business. This article tells what happened. The story is told by Mr. Everly, Superintendent of Parks, Glencoe Park District, and Mr. McFadzean, Administrative Assistant, Glencoe Public Schools.

GLENCOE is a suburban residential community located on the shore of Lake Michigan, eighteen miles north of Chicago, with a population of 6700. There are nine hundred children enrolled in the public elementary schools. The local school system includes grades from kindergarten through eighth. Beyond eighth grade the children attend New Trier Township High School. The school plant consists of three elementary buildings—North, Central and South—names which seem to emphasize utility rather than history. Two of these buildings (North and South Schools) are relatively new. The oldest and largest building (Central School) was replaced a year ago by a half-million dollar structure.



Courtesy The American City

The amphitheater at North School has been invaluable as an outdoor classroom

At North School

The beginning of the experiment in cooperation between Park and School Boards was at the site of the North School. Adjacent to this school site of approximately four and one-half acres the Park Board acquired seven and one-half acres of undeveloped property. The members of the two boards then planned how both areas could be most effectively developed in the interest of all persons living in the community. The construction of a new state road passing within one hundred feet of the school building presented a problem of safety. An under pass was proposed and the state cooperated in building one under the main road. An additional measure of safety was provided in the development of a two hundred and fifty car parking area at the rear of the school building. Broken concrete from the old State road was trucked in and used as a base. With the aid of WPA labor the concrete was broken up, rolled, and a top dressing of screenings was applied. The following summer, after the area had completely settled, a contract was awarded to fill all low spots and apply an asphalt finished top. This space now provides parking facilities for all community activities held at the North School, as well as a safe place for parents to deliver and call for children. Ample play area has been provided for the school's physical education program and the facilities necessary to meet the community's recreational needs. It should be noted that the smaller children's play areas are separated from playgrounds used by the older children and adults, and again safety was the factor that dictated this separation of play areas.

To the northwest of the building is a large athletic field. This area provides ample space for large group games, such as baseball, football, soccer, field hockey, field ball, softball and other similar activities. To provide seating accommodations

for spectators, a weathered-edge stone amphitheater with redwood timber seats was built into a small artificial hill and was entirely surrounded with native trees and shrubs. This amphitheater has also proved to be invaluable as an outdoor classroom.

A fieldhouse constructed by the Park Board houses offices for instructors, lockers, showers, toilet facilities, and a small community room with a fireplace. This room is used by Girl and Boy Scout troops for their weekly meetings. Along the extreme northern boundary of the plot lie the greenhouse, or propagating houses, and the nursery. These are used not only for the very practical purpose of propagating Park Board shrubs, trees and flowers but they serve as out-of-door laboratories in which the children of the schools may actively participate in work which makes natural science a bit more real for them than does reading about it out of a book.

Courtesy The American City

The wildflower sanctuary at South School is bisected by tanbark walks along which the wildflowers are planted in groupings

The concrete tennis courts and sand finished asphalt area to the north of the school provide wet weather playgrounds. In the construction of the tennis courts careful thought was given to making them as flexible as possible. The double tennis courts are separated by two shuffleboard courts. Net posts were installed in sleeves, facilitating quick and easy removal for group games. Extra sleeves were installed for volleyball and paddle tennis posts, thereby making the area usable for all types of activities.

At one corner of the Park-School area the Park Board and the Historical Society rehabilitated the first log cabin built in Glencoe. A fourth grade group from the schools, with the cooperation of the local Historical Society, took the responsibility of refurnishing the old cabin. The furnishings include a rope feather bed, a spinning wheel dated 1848, an old cradle and a churn, all gifts from members of the community. Many of these gifts had to be repaired by the children in the school shop before they became a permanent part of the historic log cabin. Many other things were made or repaired by this group—a copper bed warmer, copper candlesticks, and an afghan and quilt for the bed and the old-fashioned dresses and costumes.

In keeping with the rural and natural atmosphere surrounding the school, six foot flagstone walks connect all areas. The walks are of selected large flagstones and are laid in a sand base with turf joints.

A word, in passing, on the planting of the development. Utmost consideration was given to screening, vistas, and plant material. On the theory that a school building should be placed in a natural park, the entire area was heavily planted with shrubs and trees indigenous to our locality, thereby screening the school and the play areas from the streets and residential district. Hawthorns were used in place of fences, their thorns forming a very suitable barrier from dangerous highways. However, every long vista was preserved to prevent a "chopped up" condition.

The South School Project

A similar project is now nearing completion at the South School. The Board of Education and the Park Board again joined forces to develop an out-of-door school and a recreation center which, because of its natural topography and its wooded areas, will be better adapted to school and community uses than the North Park. This plot includes seventeen acres, five of which belong to the schools and twelve to the parks.

A wild flower sanctuary adjacent to the school building is surrounded by a Lincoln rail fence. Turnstiles and up-and-over stiles provide entrance to the tanbark walks that bisect the area. Wild flowers are planted in groupings along the walks.

(Continued on page 751)

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

ADULT EDUCATION. This spring the Worcester, Massachusetts, Natural History Society is offering twelve hobby courses, eleven informational, six formal and four vocational courses. On the front page of the descriptive folder they quote from Dr. Alexis Carrel, "Our national destiny is inseparably bound up with our individual resourcefulness and initiative. . . . Our intellects must be kept supple by discipline."

Astrology is the predicting of human events by the tenet that stars and planets exert an influence on people. The Boston and Cambridge Branch of the American Association of Science Workers reports that it not only lacks every conceivable scientific foundation but that it is psychologically harmful. Recreationists who care about end results will hesitate to encourage horoscopes and occult practices. The complete report will appear in the *Scientific Monthly.*

Birds. "American Songbirds," M. A. Edey. Random House, New York, 70 pp. $1.00. Colored illustrations by Fuertes. Excellent for the beginner.

Birds. "Massacred for Millinery," Richard H. Pough. National Audubon Society, 1006 Fifth Avenue, New York. $.10.

"Birds of the Grey Wind," Edward A. Armstrong. Oxford University Press, New York, 228 pp. $3.50. Illustrated. Birds, poetry, and tradition of the wild cliffs of northern Ireland.

"Brashear, John Alfred, Scientist and Humanitarian, 1840-1920." University of Pennsylvania Press, Philadelphia, 220 pp. $2.25. A mill worker who became a famous lens maker and university president. A romance that has inspiration. His former home is a settlement house in Pittsburgh.

Cactus Gardens in Miniature. Vic Brown nature-grams that the latest vogue is to cut off the tops of walnuts or pecans and install cacti, the size of a match. This led to potting plants in cocoanut shells.

Camp Cookery. "Famous Sportsmen's Recipes," Jessie M. De Both, 605 N. Michigan Avenue, Chicago, 96 pp. $1.00. Dressings, trimmings, and combinations as well as favorite recipes for preparing fish, game and fowl by seventy-two distinguished outdoorsmen.

CCC Camps. These work camps, established in 1933. have helped to develop more than 2,500,000 young men. Will the work camp become a public training institution for youth? Will youth and this program be absorbed by the National Defense Program? For 24-page booklet describing a three year investigation write for "The CCC," American Youth Commission, 744 Jackson Place, Washington, D. C.

Civic Cooperation. The traffic island at Fire Headquarters, Cambridge, Massachusetts, has been beautified with flowers. The staff of the Children's Museum launched the project; the Street Department contributed fertilizer; the firemen gave the 700 plants needed and cared for the garden; and thousands of passing citizens enjoyed it. The Museum maintains a winter tree trail at Fresh Pond in cooperation with the City Water Department. It is a part of the Cambridge Public School System and is housed in a building loaned by Harvard University.

Conservation, U. S. Office of Education, Washington, D. C.

1. Excursions. Bulletin 1939, No. 13, 109 pp. $.15.
2. Curriculum Content for Elementary Schools. Bul. 1939, No. 14, 79 pp. $.15.
3. In the Education Program. Bul. 1937, No. 4, 78 pp. $.10.
4. Teaching in Elementary Schools. Bul. 1938, No. 14, 125 pp. $.20.
5. Opportunities for Preparation of Teachers. Pamphlet 90, 13 pp. $.05.

All but Number 5 are illustrated; all but Number 2 are 1940 publications. All are well worth having.

Flowers. "American Wild Flowers," Cecile Matschat. Random House, New York, 28 pp. $.50. Colored plates and large colored pictures of nineteen common wild flowers for children beginning to read.

"Nature-Grams" is a monthly service of *Recreation,* published by the National Recreation Association, 315 Fourth Avenue, New York City. Keep abreast of the rapid growth in nature recreation by subscribing to the magazine. Send for a sample copy.

Foresters. Austin F. Hawes, State Forester, Connecticut, asks, "What of the CCC graduates who have acquired a real love of the woods? Will they prosper on war industries and then be thrown on relief?" He suggests that some of these deserving fellows be advanced plans and finances for four room cottages, with subsistence gardens and poultry for their own use. Each forester could have free wood for the cutting. Professor Hawes estimates that eventually the state forest program of 200,000 acres could support a hundred families as state forest residents.

Forest Service Films in production: "Vanishing Herds," wildlife protection; "Blessings of Grass," grazing in national forests; "The Strength of the Hills," fire prevention; "The Forest Ranger at Work." These 16 mm. films are loaned free. Obtain name of state film library, Division of Information, Department of Agriculture, Washington, D. C.

Gardening Objectives: exercise, financial profit, a good hobby, to beautify, fellowship, sheer joy, awards. Number these motives in the order of importance to you. Now read what Longfellow said, "The talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of fame."

Gardens. "Green Enchantment," The Magic Spell of Gardens, R. E. Clarkson. Macmillan Company, New York, 329 pp. $3.00. A charm book for garden lovers with an historic background of the art.

Handcraft. Toothpick building with household cement is a master hobby. Would you start on an airplane, bridge, ship, windmill, auto or fire tower? Write National Pickbuilder Club, 119 West 57th Street, New York City. Inclose three cent stamp.

Landscaping. "Plantings for Florida Homes." Extension Division, Univeristy of Florida, Gainsville. A looseleaf notebook which might help the individual anywhere.

Literature Gem. "Accuse not nature; she hath done her part; do thou but thine!"—John Milton (1608-1674), English poet. Milton had "Nature-Grams" in mind.

Mammoth Cave. Inhabited by aborigines centuries ago. First known to white men in 1799. Called "the great hole in the ground in Kentucky" by Ralph Waldo Emerson. Administered and protected by National Park Service in 1936. New caverns were discovered in 1938. A new five mile section will be opened to the public in 1942. Remarkable labyrinth of gypsum crystals, massive dam of travertine, believed to be the largest in the world.

Nature Recreation Campaign of the Society of Recreation Workers of America. One hundred thirty-nine have pledged to undertake children's garden plots; ninety-six to sponsor geological hikes; ninety-two to work on a playground museum; eighty-two for guided tours; sixty-one for nature inspired handcraft; fifty to plant vines, to run bird-warehouses for nesting materials, or to make bird furniture. Thirty-six plan to organize skyscraping expeditions. The list then tapers to such intriguing interests as one volunteer for fish hatcheries and nut orchards. Vic Brown is the chief stimulator and enterpriser.

Nature Tonic in the Winter. From J. Otis Swift's "News Outside the Door," *World Telegram,* January 22nd: "When human folk . . . ponder on how much longer the war among humans can go on without endangering man's frail foothold on the revolving earth. Millions of periwinkles came as ballast ninety years ago, are multiplying south in billions. Baby oysters, refusing to be wiped out by sewage, are cemented to ledges. Soft-shell clams suggesting New England chowders. Jingle shells, sounding like gold coins when shaken together. On our way back to savagery we can use them for money."

News, Nature. Watson Davis, director of Science Service, Twenty-first and Constitution Avenues, Washington, D. C., has invented a plan that will appeal to those who want to keep up with newest developments in natural science. Each month a new "thing" arrives in a box. A fingerprint set with inkless method, a meteorite sample, sheets to tell the story of polaroid, unusual candy developed from whey by the U. S. Bureau of Dairy Industry, etc. Twelve "things" cost $4.00. You will have to make the decision—how much is it worth to keep up to date?

Outdoor Recreation Conference. The eighth annual conference, March 13 to 16, 1941, at Massachusetts State College, will be built up under the following sections: golf, winter sports, community recreation, hunting, fishing, forestry, archery, hotels and clubs, horsemanship, nature, gardening, photography, camping, mountaineering, water sports, and a large exhibit. Program is available free on request.

WORLD AT PLAY

Skate Train Leaves New York City

ON JANUARY 11th the New Haven Railroad ran its first skate train from New York City to Hatch Lake in the Berkshire foothills. The train left New York at 1:30 P. M. and returned at 9:30, permitting five hours of ice sports. Activities consisted of skate sailing; hockey in which impromptu groups from Columbia and New York University took part; speed, figure, and free skating; and ice dancing. There were impromptu contests in ice dancing, school figures, and speed skating. A bulletin issued by the College Skating Club gave information regarding the train and the program, suggested the equipment and clothing desirable, and recommended a number of books to be read before embarking on the adventure. "Come one, come all," urged the bulletin. "Bring back the happy skating days of 1890."

Five Words in This Constitution!

A RESIDENT of Winston-Salem, North Carolina, whose great hobby is birds, was asked by the Winston-Salem Bird Club of which he is a member to draw up a constitution and by-laws for the club. After much thought he produced a constitution which was adopted by the club. The document contains exactly five words: "To study and befriend birds."

Their Own Governing Board of Control

PUPILS at Edison School, Altadena, California, have their own governing board of control of the after-school recreation center at their school, according to the *Pasadena Star News*. The board, elected by the entire Edison recreation membership, in turn appoints committees to assist in the smooth running of the playground's activities. There are two important committees: the sportsmanship committee which handles the sportsmanship and behavior of boys and girls while on the playground, and the safety and grounds committee composed of two groups—one from the red division and one from the black—with each group serving a week in turn. This committee watches to see that no one climbs fences or backstops, rides a bicycle on the playground, or does anything else which might result in an accident. The committee also works to keep the grounds as clean as possible, not only through personal effort but by urging others to take pride in the appearance of the playgrounds. So successful has the plan been that similar boards are being considered at other centers sponsored by the Pasadena Department of Recreation.

Recreation Program for Florida

THE STATE Planning Board and Advisory Council of Recreation, according to the Tampa *Morning Tribune,* has approved a five-point program calling for the acquisition of state land taken in under the Murphy Act to be used for state parks; the development of water front park areas; a master plan of recreational areas for the entire state; the establishment of the Everglades National Park; and the enactment of necessary legislation to create a game and fresh water fish department free from political and commercial interference. The Council made plans to draft necessary legislation and submit the program to the 1941 legislature.

New Park District for Michigan

THE MANY friends of Dr. Henry S. Curtis, executive secretary of the Detroit-Huron-Clinton Park & Parkway Association, will be glad to have the word that the bill to provide for the incorporation of the Huron-Clinton metropolitan authority in Michigan, which was submitted to the people for a vote at the time of the last election, carried by a vote of a little more than two to one. This bill permits the counties of Wayne, Washtenaw, Livingston, Oakland, and Macomb to join in a metropolitan district for planning, acquiring and operating, either within or without their limits, parks, connecting drives, and limited access highways. It provides for the taxes necessary for these purposes, and for the issuance of self-liquidating bonds for the purpose of acquiring or improving any revenue-producing recreational facilities. It authorizes condemnation of private property for these purposes.

The area involved covers a territory of 3,250 square miles, effects nearly three million people,

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and has an assessed valuation of about four billions.

Georgia to Be Host to Park Conference — The Twentieth National Conference on State Parks will be held at Pine Mountain State Park, Georgia, April 21-23, 1941. Mr. Charles N. Elliott, of the Department of Natural Resources, with headquarters at Atlanta, delivered the invitation, first at Itasca State Park on the occasion of the eighteenth National Conference in 1939, and again at the nineteenth Conference, held in Illinois and Indiana in May of 1940. The Georgia Park and Recreation Association will act as hosts. Colonel Richard Lieber, chairman of the Board, has appointed a Program Committee consisting of H. S. Wagner, president; Herbert Evison, Charles N. Elliott, L. S. Trimble, and Harlean James. Herbert Evison has been asked to serve as chairman of the Program Committee. The hosts are planning an interesting series of entertainments in addition to an unusually stimulating program on state park problems.

A post-conference visit to near-by Florida State Parks is being arranged for those who register for it.

A Ten Year Old Symphony Orchestra—The Lansing, Michigan, Symphony Orchestra is celebrating its tenth anniversary this year with four concerts. The Symphony Association cooperates with the City Recreation Department, sponsors of the Lansing Unit of the Michigan Music Project. Dr. Pedro Paz is conductor and Donald Dickson, noted young baritone, was first soloist this year. The last of the four concerts is scheduled for April 22.

A Summer Night's Song Festival—Glee club history was made on June 19, 1940, according to the fall issue of *The Keynote* published by the Associated Glee Clubs of America, when the nineteen clubs of the North Jersey District presented a concert in Warinanco Park, Elizabeth, under the auspices of the Union County Park Commission. The stage, placed on the field in front of the stadium, lighted by groups of high wattage lamps, shone silvery white among the green of the trees and made a charming setting for the great chorus. Four Boy Scout trumpeters sounded "assembly," and the chorus marched in to the strains of *Border Ballad*. The singing of *America* by the audience and chorus as the national emblem was slowly hoisted in the blaze of the spotlight brought a memorable evening to a close.

A New Dramatic Service—It has been announced that it will now be possible for Broadway plays to be seen in every city and town of the country through the medium of 16 mm. films. Exact reproductions of plays, filmed with stage technique, will be presented at local non-theatrical showings. These films will be distributed by Theater-on-Film Inc., 729 Seventh Avenue, New York City, which is headed by Joseph Pollak. The company's program for this season will consist of from four to six productions culled from the best of available stage plays. The first production will be "Journey to Jerusalem" by Maxwell Anderson.

"The Country Dancer"—The Country Dance Society, Inc., 15 East 40th Street, New York City, is issuing a quarterly publication known as *The Country Dancer*. The four issues may be secured for fifty cents a year; single copies at fifteen cents. The first issue appeared in November, 1940.

The Tournament of Roses — Nearly forty California communities were represented by floats

Rockefeller Estate Becomes Public Park

A MONUMENT to the Rockefeller family is nearing completion in East Cleveland, Ohio, where a 200-acre tract, once the secluded Rockefeller estate, is being transformed into a public park to be known as Forest Hill Park. The property was deeded to East Cleveland as a gift from John D. Rockefeller, Jr., and in addition to the donation of land, Mr. Rockefeller also shared with the city and the Work Projects Administration the cost of the park development.

When completed the tract will include eight tennis courts, a baseball diamond, two bowling greens, a basketball cage, shuffleboards, several children's play areas, a lake for boating, a football field, and a swimming pool. Approximately eight hundred WPA workers are currently engaged in the task of transforming the rolling acres of the estate into the pleasure reservation it soon will be. As many as 1,400 men have been employed at one time since the operation began two years ago.

Everything possible is being done to give the users a maximum of enjoyment and the most up-to-date facilities available. Tennis courts have concrete floors; the boating lake, which covers an area of five acres, is ringed by a system of powerful floodlights which makes possible its use for night ice skating in the winter; a boathouse at one end of the lake constructed of buff stone includes many of the facilities found in the modern club; the bowling greens, 72 by 30 feet, are sodded with a luxuriant growth of bent grass.

Several picnic areas have been provided which are supplied with tables and stone cook stoves, and there are shelters dotted about the park to provide escape from summer showers. A total of nine thousand new shrubs and between five and six hundred trees have been set out, and many thousands of square feet of new sod have been laid.

Most of the facilities of the park will be ready for use the early part of next summer. The park in its entirety, however, will not be formally opened until later.

THE Second Edition of our "GOOD MORNING" manual on early American dancing should be in the library of every teacher and student of physical training, recreation director, community leader, club and summer camp.

The book, with reinforced binding permitting the pages to lie flat when opened, is 7 by 10½ inches and contains music and descriptions of 41 dances now being taught in universities, colleges and public schools throughout America. It includes authentic quadrille music, waltz quadrilles, Lancers, minuet, contra and couple dances, diagrams, and 17 singing calls, the words of which fit the movements of the dance.

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Our first edition of **"Good Morning,"** a textbook on early American dancing, is still available and contains information not included in the second volume. Prices on this edition are the same as those quoted for the second book. In ordering, please mention whether the first or second edition is desired.

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in the mile-and-a-half procession of the Tournament of Roses in Pasadena on New Year's morning. "America in Flowers" was the theme of the fifty-second annual celebration which formally opens the Winter season in California. This oldest of American folk festivals was started January 1, 1890 as a picnic by a hunt club and has since developed into a multi-community fete. The true spirit of the Tournament is found in the small communities where all the citizens—artists, florists, lumbermen — cooperate to build the floral entry.

Tennis Courts Become Skating Rinks — In Spokane, Washington, the tennis courts have been curbed for ice skating for shallow flooding during the winter months.

A Community Bulletin Board—The Recreation Department of Brattleboro, Vermont, of which Frederick Martin is director, has arranged with a local bank to have a bulletin board in its window with the title, "Community Bulletin Board." The purpose is to make available to local organizations a central place for posting any of their notices or announcements. The responsibility of the Recreation Department in this connection is that of keeping the items up to date.

The first contribution of the Recreation De-

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partment was a display of snapshots tracing the activities of Brattleboro's new Recreation Department. The pictures began with the first activities sponsored by the Department to the present winter sport and community center programs. A sign was placed on the board with the title, "The Year in Review—Recreation Department."

A Travel Contest—*The Instructor,* the Schoolroom Activities Magazine for Elementary Teachers, is offering awards for the best letters of approximately five hundred words on "Where I Should Like to Go on My Vacation This Year—and Why." The contest is open to teachers who are engaged in the practice of their profession or who are qualified applicants for a position; to superintendents, principals, supervisors, school librarians, or anyone engaged in executive or secretarial work in the schools. The closing date of the contest is June 10, 1941, and awards will be made by July 1st. For full details address W. D. Conklin, Travel Editor of *The Instructor,* Dansville, New York.

Safety in Kite Flying—Just a reminder. Kite flying contests will soon be scheduled at all county playgrounds. Hundreds of youngsters will be making and flying kites. Some playgrounds offer ideal kite flying conditions, being free from trees and high power lines. Other areas are surrounded by telephone poles and electric lines. Directors should keep in mind the importance of safety in kite flying, instructing youngsters to keep away from telephone and high power lines during practice and contests. From Department of Recreation, Los Angeles County.

"Your Sport"—With this title a new "magazine of playing sports" has appeared. It is being issued, according to the publisher, Graham C. Thomson, for people who work hard in an office all day long and want to play hard in their time off. It is designed to tell about the many games and activities which can be played and enjoyed with a minimum of cost and inconvenience. The first issue, Winter 1941, contains information on such subjects as army sports, swimming, fencing, winter sports, game room sports, roller skating, bowling, sports photography, and sport films. The issue is profusely illustrated. The subscription rate is $1.00 a year for four issues. Further information may be secured from Mr. Thomson or Hugh Beach, editor, at 112 East 19th Street, New York City.

Audubon Junior Clubs — The coming of spring brings to mind many things associated with nature, among them the Audubon Junior Clubs sponsored by the National Audubon Society in the interest of conservation. These clubs are designed to supplement school science programs and to add zest to nature study. Ten or more children of any age may enroll in a Junior Club, elect officers, and plan their own programs, adapting them to their own interests and geographic location. A teacher or other adult serves as adviser. The National Audubon Society supplies its junior members with bird membership buttons, introductory bird study material and, through its junior paper, suggestions for club activities. Over six million children have been enrolled. Further information may be secured from the National Audubon Society at 1006 Fifth Avenue, New York City.

In Union County's Parks—The 1939 total attendance of 3,099,257 in the parks of Union County, New Jersey, exceeds by more than 400,000 the previous record established in 1938. The attendance for organized activities, which is recorded separately for participants and spectators, shows that 358,896, or nearly 90 per cent of the total increase, occurred for active participation in various sports, establishing a ratio of 60 to 40 for participants and spectators. A combined total for the winter sports months of January, February, and

December shows almost 300,000 visits to the parks, more than double the number recorded for the same period of 1938. The foremost popular activities on the list of fifty shown in the attendance report were children's play on regular park playgrounds, baseball, softball, and picnicking.

Softball—the New American Fever

(Continued from page 736)

of stars, each of whom has his ardent supporters. Harold Gears of the Kodaks; Lou Abreo of the Diesels of Peoria; Ecclestone of Toronto; Vera Vining of Cleveland; Len Murray of Arizona; these are some of softball's Hall of Fame.

In the Days Ahead

And what of softball in the immediate days ahead. There will be more games of softball played this year than ever before. It will peculiarly meet the recreation needs of the thousands of men in our army training camps. The desire for mass participation in athletics and the limited facilities available will make softball the leading sport in our camps.

With a greater citizen interest in physical well-being, thousands of men and women below or above the draft age will want to play softball for health, for fun, for physical fitness. Recreation directors in industrial communities will stress the value of the game as a safety valve for release of emotional and physical tensions. Labor unions, churches, fraternal organizations, playgrounds and park groups, all are interested in this game which for young and old, for novice and expert, and for every cross-section of social strata, exemplifies the democratic way of playing together.

Softball, a definite product of our city playgrounds, is the American way of mass play.

A City Plans for Play

(Continued from page 725)

tion for a period of seven weeks. Two of these centers were for preschool children only, one for colored children, and five for children of all ages. Boys and girls were urged to attend the playground nearest their homes. At all the grounds there was a total registration of 2,359 children and young people of all ages ranging from three to twenty years. Of this number 1,370 were boys and 989 girls. There was a total attendance of 35,357 on all the grounds.

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A major portion of the financial support was secured from city and county funds and the remainder from private contributions. The growing success of the program has been largely responsible for the generous financial support given by these agencies.

The daily program included games, music, storytelling, and dramatics during the morning sessions, and handcraft in the afternoon periods. Eighteen trained leaders were in charge of the activities which were offered daily between the hours of 9:00 A. M. and 4:00 P. M. To build up closer cooperation among the children of the various grounds, an interplayground game schedule in dodge ball, softball, and volleyball was introduced. Elimination tournaments were held in various individual and group games at each ground. Winners from each center in the different events competed at the all-playgrounds field day held the end of the season.

To secure adult support and make possible additional activities for the children, feature nights were held weekly at each playground. Five different types of events were scheduled including baby shows, pet shows, doll and hobby shows,

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masquerades and lantern parades, and folk dancing and stunts. To increase participation in these events ribbons were awarded at the various programs which were attended by more than 6,000 people. To climax the summer activities each playground held a handcraft exhibit.

The playground program in Hagerstown is enjoying a steady growth, and with the continued support the work is now receiving a splendid development is assured.

At John Gould Goddard College

(Continued from page 727)

is known throughout Vermont. During the year the group stands ready to send teachers, equipped with phonograph records and source material, anywhere in Vermont to teach country dancing—a free service that arises from a genuine love for the dance.

Throughout the year the group has bi-weekly dances at some small hall or farmhouse in Washington County, where the program is part recreation, part study. Every summer they call out competing teams from all over the state, and the lawn tennis court at Goddard College is the stage where men in white trousers and girls in peasant skirts and aprons strive to win the big silver cup. A couple of thousand Vermonters and summer visitors come to watch and applaud *Money Musk, Hull's Victory, Merry, Merry Milkmaids,* and dozens of similar dances done in the correct Vermont fashion.

Last summer the rising interest in this form of dance brought many out-of-staters, and Goddard College followed this success with the offer to sponsor a winter school with dormitory facilities for those coming from a distance. Emerson Lang of Danville directed the school, and its success assures annual repetitions.

Softball for Oldsters

A PROGRAM OF SOFTBALL which appeals to all ages was in operation in Columbia, Missouri, during the summer of 1940, according to Kenneth Osman, Director of Recreation. Hundreds of adults, forty and fifty year old "veterans" who formerly sat on the side lines and cheered the younger players, donned their athletic togs and took part on the modified softball program sponsored by the Recreation Commission.

Twenty-two organization-sponsored teams played a total of 250 games under the lights at the city softball park during the past season. Fraternal orders, business establishments, and independent organizations had teams in the softball leagues.

Just one league composed of six teams whose players were chosen from the city at large engaged in the speedy brand of ball with a twelve inch sphere. The rest of the clubs enjoyed what might be called a "fun and fumble" game, played with a fourteen inch ball. No stealing is allowed in this game, and the slow pitch is used. The game has inexhaustible recreational opportunities since there is little likelihood of a batsman striking out, and the importance of pitching is reduced to a minimum.

Individuals who never participated in softball of the fast-pitch variety are now getting lots of fun out of the same game with modified rules. Since the ball must prescribe an arc in its course from pitcher to catcher, the player seldom fails to achieve a hit of some kind, although a few strike-outs are registered, much to the amusement of hundreds of fans who attend the "slug" fest.

Players in these leagues think as much of their batting averages as seasoned professionals and contribute to the maintenance of a bureau of statistics, the purpose of which is to keep averages up to date and official. In some of the games played during the summer as many as thirty runs were totaled between the respective clubs, and errors were quite frequent since the fourteen inch ball is extremely elusive.

A base runner cannot steal, and any advance other than that resulting from a base on balls is made at the player's own risk. The base runner is permitted to attempt an advance on an unsuccessful hit and run play, and may return to the original base without risk of being put out, provided he makes contact with the base he is seeking to reach. These are the only two playing rules

that differ from those used in the faster brand of softball.

An added feature to the season of 250 games is an all-star game between the National and the American Leagues in mid-August and the concluding exhibition, a three-game little world series in September between the respective league winners. Both events attract large groups, and a perpetual trophy was put into circulation in 1939 as a donation from a team in the leagues.

Recreation directors in communities facing a decline of interest in softball because of the shortage of hurlers of top ability to staff their fast-pitch leagues will find this game of special merit. Officials will also find their pitching delivery interpretations considerably lessened and umpiring comparatively simple.

Awake and Sing!

(Continued from page 723)

In New York City alone there appeared in public concerts last season approximately fifty different amateur choral organizations totaling nearly 5,000 singers. As a music critic I have access only to figures concerning choruses which gave concerts of sufficient importance to appear in newsprint. How many more amateurs are singing in volunteer choirs or in little-known groups around this great city one may only guess. In any case it's a lot of people singing, and all for the fun of it. There must be something in it.

The fact remains that there *is* something important in it for anyone who can sing, no matter what his musical tastes. Some groups specialize in ancient and long-neglected liturgical music; others in the extremely modern pieces, and still others in the best-known classic masterpieces and popular favorites. There are organizations of dozens of nationalities, each singing its own national music.

The reasons why choral singing has become such a favorite American diversion are manifold. First, this continent in general, and the big cities in particular contain people of every race and creed thrown together in what it is now unfashionable to call a "melting pot." For these people, each thinking and speaking according to his particular background, music is, as Wordsworth called it, the "universal language." With music as a common cause, persons from every profession and every social level come together to meet on a friendly basis.

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In Vermont there is a State Symphony Orchestra in which forty of its sixty members are amateurs, eighteen of them women. I am told it is a good orchestra, but to me the chief importance of this organization lies in the fact that stenographers, mail carriers, housewives and barbers come from all parts of this dignified little New England state to express themselves through music. They meet in weekly rehearsals, and the rest of the loyal Vermonters turn out to hear the concerts.

Music is a thoroughly democratic institution and, like religion, is no respecter of persons. Not long ago I attended a choral concert of quite high-brow music in New York's Town Hall. My companion, who knew most of the members of the chorus, pointed them out to me: "The gray-haired gentleman in the third row is president of the ..... Trust Company. The tall Irish fellow next to him pushed a wheel chair at the World's Fair all last summer. That round-faced lady in the back row is the manager of a big musical agency; that's one of her typists just back of her."

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"What will it cost?" you ask. Nothing more than your time. A few very social organizations charge dues to limit their membership. Sometimes small fees are asked to pay for the music but they are usually extremely modest. In any case it's much cheaper than going to the movies and infinitely more spiritually satisfying. Wake up and start singing!

All-Weather Hiking

(Continued from page 717)

Emily's impersonations; Dick's patience in trying to snap a butterfly; a little chipmunk; Art's canteen; a slippery creek bed; 'No smoking in the woods, please'; Florence's good nature; songs; Harry, our ever present president; bird calls, including that of the Orville bird; the delicious odor of a peppermint patch; the Mueller brothers and their efficient planning of hiking club parties; Hildegarde's 'Fare, please'; the chorus on the bus; lunch outdoors; the crossing of streams with and without exciting adventures; hot coffee; that tired, healthy feeling; the return to the city—'So long, see you in two weeks!'"

Evening hikes in Buffalo parks and occasional excursions to other territory have been arranged—to Angel Falls, to Pipe Creek Glen, Emery Park, Letchworth Park, Olean Rock City, and a two day trip in Allegany State Park. Best attended, however, are the trips to the ever appealing hills of Holland. Though thirty miles from the city, their call is sufficient to assemble a gallant band of early risers whenever the bus is chartered.

Recreation for February

The February issue of RECREATION containing information regarding the recreation activities of federal agencies and national organizations has aroused much interest and many individuals have ordered additional copies. As the supply is now very limited we suggest that if you wish extra copies you send us your order at once.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, January 1941
"The Role of the Summer Camp in National Defense" by C. Walton Johnson
"Care of Food and Equipment on Trips" by Barbara Ellen Joy
"Summer Camp Insurance" by Norman N. Godnick. Discussion of fire insurance

Camping World, January 1941
"National Defense and Its Effect Upon Camping" by Robert C. Marshall
"Rainy Day Programs" by Martha J. Wrotney

Children's Institutions, January 1941
"Through Play to Cure" by Elsa Dudenhoefer. The play phase of occupational therapy

The Journal of Health and Physical Education, February 1941
"Rockefeller Estate Becomes Public Park" by Donald Cameron
"Approach to Dance Composition" by Elna Lillback
"The Next Trend in Skiing" by Harold M. Gore
"The Use of Visual Aids in Teaching Tennis" by Florence L. Hupprich

Junior Arts and Activities, February 1941
"Safety is Ours If We Learn Safe Play" by Hazel Morrow Dawson
"Building a Rhythm Band" by Louise B. W. Woeppel

New Jersey Municipalities, January 1941
"How Municipal Development Can Aid Defense Preparedness" by W. Phillip Shatts

Parks and Recreation, January 1941
"Establishing and Maintaining Ice Rinks" by George B. Caskey

Service Bulletin (National Section on Women's Athletics of the American Association For Health, Physical Education, and Recreation), January 1941
"Dryland Skiing" by Helen B. Lewis
"Co-Recreation at Noon Hour" by Dudley Ashton

PAMPHLETS

Areas Administered by National Park Service: Information Tables
National Park Service, Department of the Interior, Washington, D. C.

Children's Vacation Camps Served by Recreation Project
Work Projects Administration, Recreation Project, 49 Fourth Street, San Francisco, Cal.

A Directory: Facilities for the Hard of Hearing and the Deaf in the State of New York
Temporary State Commission to Study Facilities for Hard of Hearing and Deaf Children and Adults, 480 Lexington Avenue, New York City

Educational Policies for Community Recreation
Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington, D.C., price $.10

Family Life, Parenthood and Young People's Relationships: A Selected Book List
The Federal Council of Churches, 297 Fourth Avenue, New York City, price $.15

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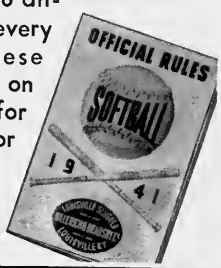

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The First Quarter Century of the Town Forest in Massachusetts. Bulletin No. 163
Massachusetts Forest and Park Association, 3 Joy Street, Boston, Mass.

How to Build a Bluebird House by W. H. Hoffstot
W. H. Hoffstot, Borroughs Nature Club, 14 East 55th Street, Kansas City, Mo.

A Manual of Cookery: For Boy Scouts
Home Economics Department, Kellogg Company, Battle Creek, Mich.

Next Steps in National Policy for Youth
American Youth Commission, American Council on Education, 744 Jackson Place, Washington, D.C.

Radio and the Classroom
Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., price $.75

Trail Cookery: For Girl Scouts
Home Economics Department, Kellogg Company, Battle Creek, Mich.

Winter Sports Round-Up 1940-1941
United States Travel Bureau, National Park Service, Department of the Interior, Washington, D.C.

ANNUAL REPORTS

Report of the State Commission of Forestry, Columbia, S. C.; The Wisconsin Union, University of Wisconsin, Madison, Wis.; WPA Recreation Project, New Bedford, Mass.; Laskiainen Yearbook, Leisure Education Department, St. Louis County Rural Schools, Virginia, Minn.

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Joop to the Rescue!

(Continued from page 734)

work, bibliographies of phonograph music and books.

"Robin Hood" has been added to the repertoire of the ballet company for the first time this year. Old English music and authentic folk dances are combined with ballet and modern forms in a dance-story of the exiled British Earl who illegally befriended the poor. Also on the program is "The Adventures of Puck," a ballet adaptation of Shakespeare's "Midsummer Night's Dream" which becomes a merry synthesis of poetry, music, comedy and dancing.

The thirty-week schedule of the group is the longest of any professional ballet company performing this season. Record attendance to date for any single performance of the entire organization was reached when 7,000 children packed a hall in Tuscaloosa, Alabama, to see the "Pinocchio" ballet.

The newest play, "The Emperor's Treasure Chest," deals with South Americans. Especially written for Junior Programs, it is the story of old and new Brazil and is offered in cooperation with the Columbia Broadcasting System's American School of the Air as part of the United States program of good will toward our hemisphere neighbors. During their five-month tour the Junior Programs players will also present "Run, Peddlar, Run," a story of New England in 1730 with the life and customs of colonial times mirrored in the adventures of two young immigrants.

Special techniques are employed in adapting these productions for the audiences. Many of these techniques are unique with the Junior Programs. An elastic directorial approach is required since the interest of the children must be held constantly, and a high pitch of excitement and suspense is retained from curtain to curtain. Just as the drama technique is incorporated into opera and ballet to heighten the interest and entertainment value, so opera and ballet forms are used in the plays.

The schedule for the opera company this year includes the Russian fairy tale "The Bumble Bee Prince" and a new American work "Jack and the Beanstalk." Eighty performances of "Jack and the Beanstalk" exceed by two and a half times the booking on a single operatic production of any other professional opera company in one season. In the past the high record for a single professional production in the United States was thirty-five performances.

Already this privately-supported philanthropic organization and its three traveling companies have brought high calibre opera, ballet, drama and concerts to more than 3,000,000 children. For the first time in their lives many boys and girls have seen "real live" actors and dancers performing behind the footlights. Yet the director of Junior Programs admits that there is much more to be done.

Junior Programs, Inc., has proved that a real need exists, yet the group has been able to reach only two per cent of the children in the country. Many millions of children still have never sat awe-stricken as a slowly-opening curtain revealed fairy tale people come to life, or watched a graceful dancer put meaning into music. These are the children Junior Programs directors and entertainers are trying to reach as they expand their program and add to the fleet of trucks bringing good fun and good art to the children for whom "only the best is good enough."

A Soda-Pop Night Club

SODA-POP NIGHT CLUBS have been springing up throughout North Dakota ever since the civic-sponsored Dry Dock in Bismarck proved so successful last summer. Recreation leaders in three other cities have already copied the dry night club venture of the capital city and found it profitable.

A "nothing-stronger-than-pop" club was the final effort of community-minded citizens to find inexpensive but wholesome recreation for the young people of Bismarck. As in other communities, city leaders were constantly confronted with the need for a place where economy-wise youth could fine good, spontaneous entertainment.

Then someone suggested that everyone could have fun at a civic night club where admission was only ten cents and the strongest drink was pop. Some people ridiculed the idea since an attempt to set up a community club in 1939 had failed, but the Recreation Board went ahead with their plans, and on Friday night, June 28th, the club opened in the big World War Memorial building at the capital. Two hundred and seventy-five "first nighters" from nine to fifty years of age danced to the rhythm of a music master until twelve o'clock.

Patrons of the club continued to increase, and by the first of October over 1,000 people were attending the weekly dance sessions. The floor has become so crowded that the evening is now divided into two sections with youngsters under thirteen dancing between seven and nine o'clock, and older people on the floor from nine to midnight.

The Dry Dock is a typical night club with few changes. Fun-seekers may reserve tables in advance, but admission is only ten cents a person. Tables are scattered around the dance floor in orthodox club style and a "soft" bar is placed near the orchestra stand. Patrons may help themselves or be served with milk, pop, ice cream, candy, hamburgers and hot dogs. Dancers may come in couples or alone.

Floor shows are a feature attraction at this civic night spot. Dance contests, specialty dances, and mimic sessions give the Dry Dock a night club atmosphere, and an orchestra has now taken the place of the music master in the self-supporting, but non-profit club.

The Dry Dock was intended to run only through the summer months, but the experiment has proved so popular that it is being continued indefinitely. High school boys and girls and college students home for vacation were its most persistent patrons during the summer, although younger and older folk could always be seen watching the fun or dancing. Parents were especially urged to attend and many of them have become regular visitors.

The night club is directed by George Schaumberg, city recreation director and high school instructor. The city's Board of Recreation, made up of representatives of the City Commission, the Park Board and School Board, is sponsoring this civic club where the boys and girls of Bismarck have discovered that it can be fun to drink pop and dance on a dime.

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"Park-Schools"

(Continued from page 738)

Hickory logs with the common and botanical names of each variety burned onto the face of the logs are to be placed in these groupings, enabling the youngsters to become familiar with these plants. A pool and bog gardens complete this naturalistic spot.

The athletic field, because of its naturalistic

surroundings, should be mentioned. Mounds are built to encircle the field and are being heavily planted to provide natural barriers. Facilities for spectators were developed on the mounds similar to those mentioned at the North School: i.e., stone and timber were combined to create a small amphitheater.

Again, the smaller children's apparatus area is separated from the games area, and the resurfacing of this apparatus area is noteworthy: tanbark and asphalt were mixed to form a resilient yet firm surface. This is an experiment that may help solve the dangerous problem of play area surfacing. The tennis courts and all connecting six foot walks are asphalt with a sand finish.

The third and final phase, the largest of all, is now under way. A combined elementary and junior high school building is being built on the grounds where public subscription has already erected a splendid community auditorium. When completed, these buildings will be as one, surrounded by ten acres of school and park property, developed jointly by the Park Board and Board of Education. This project is still in the planning stage and the tentative plan as shown herewith is an attempt to develop an ideal design for an elementary and junior high school building. We believe this project is of such scope as to warrant a separate article at some future date.

In each instance, whenever school property has not been adequate, the Park District has acquired property adjacent to the school grounds and, in the subsequent development, park and school property lines have been ignored. Every consideration has been given to the development of each area in the attempt to make each a unit designed to meet the recreational needs of the community and to serve the educational demands of the school. The aesthetic and utilitarian have been blended to the benefit of the entire community.

The assessed valuation of property adjacent to our Park-Schools has actually increased, whereas the tendency throughout the nation indicates a decrease of property values adjacent to schools.

A further step in community cooperation is now being planned whereby all care and maintenance of school grounds will be under the supervision of the Superintendent of Parks, assuring better maintained and developed school grounds at a lower cost to the schools.

An Industry Encourages Hobbycraft

By J. Earl Ruthardt

The statement is frequently made that high speed and mass production of almost everything are resulting in a woeful neglect of things made by hand. There are, however, manufacturing plants which are making it possible for their employees to have the thrill which comes with creative achievement. One of these is the Textile Machine Works of Reading, Pennsylvania, the country's largest manufacturers of full-fashioned knitting machines, which by encouraging hobbycraft among its workers is contributing its bit toward keeping the art alive as well as furnishing the means through which employees may indulge their love for handcraft.

Some years ago the company created a separate department, or workshop, where apprentices received special training in various phases of the machinist's trade through voluntary attendance after working hours and on Saturday mornings. With materials and blueprints provided by the company they made tools of their own choice valuable to them in their trade.

To add zest to the project the program was extended and the boys were encouraged to make other articles such as lamps and ash trays. An apprentice may make any article and as many as he wishes, provided he can complete them in the allotted time. He pays only for the actual materials used in construction. The management furnishes the equipment, tools, original designs and leadership for making the projects.

Each apprentice is permitted as much freedom as he wishes in applying his own ingenuity to his selected project. For example, one of the most unique articles made recently was a lamp constructed from the required filing projects of apprentice training. The filing requirements included a cast iron cube, a square flat piece of steel, an elongated hexagonal piece of steel filed from a round bar of steel. These pieces were put together by one enterprising apprentice to make a very attractive lamp of modernistic design.

The value of these articles does not lie in the fact that they may be more beautiful than those purchased but rather in the "hand-made" appeal. In the light of actual experience in thought-provoking and manipulative skill the handcraft group is highly important.

Not only do the company's two hundred and more apprentices participate in these handcraft projects, but other workmen have also been admitted to the group.

Each year, a few weeks before Christmas, the articles are exhibited in the Company's main machine shop. The boys' families, relatives and friends visit the exhibit to see what they have made. In many cases father and mother have a prevue of their Christmas presents. An orchestra composed of apprentices usually enlivens the occasion with music.

The list of articles made and exhibited by the boys include many types of desk, bridge and floor lamps; various holders, stands and vases; telephone tables and stools, book ends, magazine racks, andirons and other articles, all of excellent workmanship. New projects this year were hand-hammered pewter and copper ware, silver rings, bracelets, pins and necklaces.

That the Company's plan is successful is evidenced by the fact that each year finds the apprentices with a more varied group of articles and with greater enthusiasm for individual projects.

A Campaign for Cleanliness in Parks

(Continued from page 728)

keep the parks clean. When a park workman observes an infraction of the ordinance, he merely hands the offender one of these "courtesy cards." This maneuver rarely meets hostility. Usually there is immediate and smiling compliance. In rare instances there is an annoyed frown—but nobody has the effrontery to drop the card except into a waste container!

While the signs and courtesy cards were making an impression, the newspapers and numerous civic organizations helped publicize the movement which widened to include all public property and elicited widespread expressions of approbation.

Every one of the more than 3000 Park District employees has been made conscious of responsibility toward the campaign, and of his duty to participate actively not only by setting a good example of neatness but by giving thought to the subject and making suggestions. As the result of one foreman's suggestion, large manufacturers of candy, ice cream and chewing gum were asked to print anti-litter slogans on wrappers. To date, five companies of national reputation have agreed to do so and are otherwise giving encouragement to the movement.

Fifty thousand lapel buttons in green and white have been distributed to children through Park District field houses and the public and parochial schools. Children receiving the buttons sign pledges to wear them and to help keep public property free from litter. All park employees also are wearing the buttons, which have done much to make the entire city aware of the demand for neatness. Bulletins of a chatty nature keep the employees posted on progress, giving them a medium through which to offer suggestions and comment.

Marked improvement in general appearance of the parks was evident almost immediately after the campaign began, especially in such areas as the Grant Park band shell where night public concerts were held from June 1st to Labor Day, and at Soldier Field, in Burnham Park, scene of many special events attracting thousands to the great stadium.

Mr. Dunham has expressed gratification, but also has warned that a city-wide habit of neatness regarding use of public property cannot be achieved except by long-term methods. He said:

"Chicagoans are quick to respond when any

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A Notable Anniversary

(Continued from page 724)

and others include physical examinations in their routine. Dental service was provided more than 15,000 boys last year; and vocal groups, orchestras, brass and rhythm bands, fife, bugle and drum corps, and harmonica groups attract boys musically inclined. During the summer more than two hundred clubs conduct camps, attended last year by 36,000 boys. Savings banks helped 5,000 boys save their pennies to buy worth-while articles rather than spend them in a street corner gambling game.

All of these boys' clubs are federated in an organization known as the Boys' Clubs of America, Inc., with headquarters in New York City.

worthwhile public service is asked of them, but I think our best help in this work of keeping the parks and other public grounds clean will come from the schools. Children who join the Anti-Litter clubs and enter into the spirit of this movement will become adults to whom disposing of trash properly will be instinctive. Their children, in turn, will be reared in the tradition of cleanliness and consideration of their fellow citizens. Effective as it has been at the outset, the Anti-Litter campaign is one in which we must take the long view. The effort must extend over a period of years until no Chicagoan would drop a piece of waste paper on a public street or lawn any more than he would drop it on a carpet in his own home."

Table Tennis Versus Ping-Pong

(Continued from page 720)

The geography of the gym is ideal inasmuch as the front row of the stands is fully eight feet from the floor giving an amphitheater effect. The program calls for the following schedule.

Monday. The conduct of six league matches.

Tuesday, Wednesday and Thursday. Town championships in the following divisions: men's singles, boys' singles, women's singles, men's doubles, and mixed doubles.

Friday. Exhibition matches between Sandor Glancz, former world's doubles champion, and Laszlo Bellak, four times runner-up for world's single title and United States singles champion in 1937 and 1938.

On the first four evenings of the week the six tables are in constant use from 7:30 to 11:00 P. M. On Friday night five tables are removed leaving one in the center of the floor which is lighted by four reflected electric lights. Most of the other lights in the gym are turned off and this gives a picturesque effect. Bellak and Glancz bring with them two state champions and the four players give such a demonstration of hard-running perfection that you turn to the five hundred spectators and mutter, "ping-pong, eh?" When you go home that night it is with the knowledge that you no longer have to champion the game.

The season is finished but you know that problems face you in the future. Table tennis requires plenty of "back space" and the ordinary cellar doesn't provide for that. You know that a roomy, central location is essential. This will eliminate the splendid social intercourse involved in the former set-up but it may serve to introduce a more relaxing spirit of good fellowship. Of course you will probably organize a league for cellar ping-pong. You know as well as the next recreation worker that ping-pong is to table tennis what auction bridge is to contract, that all are types of wholesome leisure-time activities and as such should be fostered. On the list for future planning, the organization of a women's league is a "must," and a "husband-and-wife" league a possibility.

You furthermore feel that table tennis may not be faring as favorably in other communities so you write an article like this.

A Social Dance Club

(Continued from page 721)

spent the early part of the evening at places where liquor is served.

The boys and girls are behavior-conscious and are critical of those who do not act as ladies and gentlemen. It is now possible to control the behavior problem by suspending a member's card for a period of time, or by canceling his membership. The plan makes for a more enjoyable evening for those attending and for those conducting the dances.

Belonging to the Dance Club has become a privilege that very few of the members care to have taken away.

The Frank H. Ball Playground

(Continued from page 703)

in the ball ground. Now and then she made a helpful suggestion which was immediately put into effect. One evening the citizens of Fresno picked up their evening papers and were startled to read of Mrs. Bessie Ball's sudden death. Much of her property was willed to various public and charitable organizations. At the head of the list, the largest bequest of all, was $25,000 for Frank H. Ball playground facilities, and particularly for a swimming pool.

Soon after $5,000 of the bequest had been paid in from the estate, a CWA project was set up, and soon a fine swimming pool was completed. Then SERA followed with a project which provided dressing rooms, shower house, and the overhauling of a building for administration purposes. The swimming pool set-up is valued at about $15,000. (The children say it is worth a million!) A hard-surfaced tennis court was also constructed about this time for the most part with CWA labor and funds.

When still more funds had come in from Mrs. Ball's bequest, the pool and the softball grounds were lighted for night use, as was the small children's corner.

Some $17,000 still remained in the fund. A recreation building was wanted, but with this amount no building could be constructed which would meet the need. An all-purpose building, to use in connection with the pool in summer and for every other kind of recreation imaginable in winter and summer, was required; nothing else would suffice. The rounded ceiling had to be clear of obstacles for basketball, the lights and finish had to be adaptable for parties, musicals and entertainments as well as sports. The kitchen, the handcraft room, the stage, the shower and the basement must all be suitable for a multiplicity of uses. The city engineers were given many a headache but in the end a plan was drawn up.

Just then the NYA came along looking for a project. But $17,000 was not enough even with their help. However, the Rosenberg Foundation came to the rescue with $7,000 and the building was started. These funds ran out when the end was in sight, but $3,000 more was donated by the Rosenberg Foundation, and with small amounts from other sources the building was finished. The total cost was close to $50,000.

The interchangeable uses of both grounds and building make this small block recreation area useful the year round. The baseball field used for children in the mornings during the summer, at 5 P. M. becomes the twilight league ball field for young men. On the same day it may prove the ideal setting for three night-lighted softball games before bleachers filled with entire families of every nationality. The same is true of the recreation building, where, during the day, handcraft, quiet games, sewing classes, badminton, volleyball, parties, basketball and entertainments are enjoyed in the morning and afternoon by children or grownups; at night, three basketball games, participated in perhaps by young men whose parents came from six different countries, may be played. The crowd that fills the bleachers may have originally come from the four corners of the earth.

Many more stories could be written about the play opportunities provided under the leadership of the Recreation Department of Fresno, California, which has received fourteen gifts or bequests from interested citizens who have wanted their possessions to count for the happiness of others.

Community Youth Centers in Manitoba, Canada

IN 1939 THE PROVINCE of Manitoba, Canada, initiated twelve Community Youth Centers under the Dominion-Provincial Youth Training plan. Thirty selected young people were brought to Winnipeg and given a five weeks' course of training in physical education, public speaking, drama, and handcrafts. These young people returned to their communities and, with the help of experienced workers, organized youth centers.

It soon became apparent that the success of the project would depend on leadership, and in July, 1939, the Gimli Leadership Camp was established. At this camp 136 leaders were trained in 1939, and these leaders became the nucleus around which the centers for 1939-1940 were set up. During this period fifty-four centers were in operation throughout the province. In the summer of 1940 a second session of the camp was held, with approximately 140 leaders in training.

The centers are administered under the Commission for the Employment of Single Men and Youth Training, and are operated directly under the Department of Education. The local community in which a center is established provides a central committee, which usually has a subcommittee for citizenship training. The local committee is responsible for the rent, light, and heat of the building in which a center operates and for raising funds for equipment. The committee assists and supports the local leader who must meet specified requirements before he can serve. The Department of Education supplies supervision, pays the salary of the leaders, sets up courses, provides source material for courses, and assists with equipment cost.

The citizenship work at the centers includes instruction in public speaking and drama, as well as talks on citizenship subjects by local groups.

The youth center program was prefaced by a study of the recreational activities and needs of the city of Winnipeg primarily in relation to the program for young men and women from sixteen to thirty years of age. The report of findings has been published by the Department of Education, Winnipeg, Canada, under the title, "Survey of Recreational Activities and Leisure-Time Use in the City of Winnipeg, 1940." The study was directed by Emanuel Berlatsky.

New Publications in the Leisure Time Field

Building and Flying Model Airplanes

An Air Youth Handbook. Published for Air Youth of America. D. Appleton-Century Company, New York. $2.00.

THIS BOOK, a companion piece of *Model Airplane Contests,* describes in detail every step in both the building and flying of model airplanes, and offers up-to-date material presented by experts with years of experience in building and flying model airplanes. A valuable feature is the inclusion of plans for the building of five models developed by the Air Youth of America.

American Youth
An Enforced Reconnaissance

Edited by Thacher Winslow and Frank P. Davidson. Harvard University Press, Cambridge, Massachusetts. $2.50.

THE EDITORS of this volume asked a number of leaders in academic, professional, and public life to write down what seem to them to be important considerations in a review of youth's relation to society in the broadest sense, for the problems of today's young men and women, as the editors point out, "constitute an index to the times, and the courage with which we face them must serve as a test of the survival power of our civilization." Among the contributors are Aubrey Williams and Mary Hayes of the National Youth Administration, Kenneth Holland of the American Youth Commission, George S. Pettee and Robert Ulich of Harvard University, and Fritz M. Marx of Queens College. Mrs. Eleanor Roosevelt has contributed the foreword.

Liability for School Accidents

A Manual for Educational Administrators and Teachers. By Harry N. Rosenfield. Harper and Brothers, New York. $2.00.

WHILE THIS BOOK has been written to provide authoritative legal guidance which will protect educators from needless worry concerning their responsibility for the safety of students, it will also be helpful to recreation workers who face similar problems. Especially pertinent to the recreation profession is the chapter, "Gymnasium, Playground, and Athletic Activities." Not only does this guide explain legal implications of negligence and cover the principles of liability, but it also discusses specific problems of school administration which will tend to prevent scores of accidents that now occur.

Camp Fire Tonight!

By Richard James Hurley. The Peak Press, Ann Arbor, Michigan. $1.00.

THIS IS "a handbook and a how-book" of storytelling methods and material intended for the individual who likes to tell stories and wants to tell better ones and tell them more expertly. Written in popular style, it is an interesting book not only for the individual who would tell stories, but for all who enjoy them. A comprehensive bibliography is included.

"Good Morning"

By Mr. and Mrs. Henry Ford. Dearborn Publishing Company, Dearborn, Michigan. $.50.

RECREATION WORKERS will welcome the revised edition of *"Good Morning,"* the book of music, calls, and directions for old time dancing as revived by Mr. and Mrs. Henry Ford and arranged by Benjamin B. Lovett. Material has been drawn from authentic sources and this, combined with Mr. Lovett's many years of experience and the effort he has made to preserve all that is characteristic and traditional, will make the book invaluable at a time when old American dances are sweeping the country. More than forty dances are described with clear, detailed directions, and music is given for each.

Model Boat Building

Edited by F. J. Camm. Chemical Publishing Company, New York. $1.50.

THERE ARE 151 ILLUSTRATIONS and plans in this book which covers the whole ground of constructional methods. Designs are given for a model sloop, a schooner yacht, a model of John Cabot's ship and of a Tudor ship, a petrol engine hydroplane, and other models.

The Youth of New York City

By Nettie Pauline McGill and Ellen Nathalie Matthews. The Macmillan Company, New York. $3.50.

NEARLY 10,000 YOUNG PEOPLE in New York City between sixteen and twenty-four years of age representing every race, color, creed, nationality and the extremes of wealth and destitution, were interviewed on such questions as their family background, education, recreation, employment, and social life. The results of this study have been analyzed in this book with special reference to employment. The study points out the great need for additional recreation facilities and the opportunity for sports and play. "Youth needs an education that takes leisure seriously," states the report. "In a changing world it needs schools that are leisure-conscious. It needs an education that makes the wholehearted enjoyment of life one of its goals. Perhaps more than anything else, youth needs to have kept before the community the fact that almost all wholesome and constructive recreation is now out of reach of all except a few."

Rhythm and Games

By Mrs. Fannie Steve. Wisconsin State Stations, Madison, Wisconsin. $.10.

THE WISCONSIN STATE STATIONS have issued this booklet on music and games which has been prepared by Mrs. Steve to supplement her weekly broadcast for primary grades of the Wisconsin School of the Air. Mrs. Steve suggests that the games and tunes she has broadcast might be carried over into the gymnasium and playtime periods. Most of the music was written by Mrs. Steve herself.

Your Health Dramatized.

By Dr. W. W. Bauer and Leslie Edgley. E. P. Dutton and Co., New York City. $2.25.

Thirty-two selected health plays adapted from the scripts of the Radio Health Dramatizations broadcasts during 1937-38 by the American Medical Association and the National Broadcasting Company especially for senior and junior high schools. They meet the need for short classroom or assembly programs. May be used as actual or simulated broadcasts, as stage plays, informal classroom plays, or dramatic readings. They cover a variety of health subjects. Some of the titles are Playing for Fun, Seeing and Hearing Well, It Takes All Good Foods, Sneezes and Sniffles, The Health Check-Up, Vacation Plays and Misplays, etc.

Wild Life Development of Recreational Lakes.

National Park Service, Washington, D. C.

A recent bulletin published by the National Park Service is concerned mainly with the development of new artificial lakes. It also contains suggestions which are applicable to existing natural or artificial lakes. The bulletin points out that since local conditions vary widely, wild life development must be shaped to meet these conditions. General principles are accordingly indicated rather than specific treatment. Park and recreation authorities who are responsible for the development of water areas will find many practical suggestions in the bulletin.

The Merry Skibook.

Franziska. Transatlantic Arts, New York. $1.90.

Don't make the mistake of turning to this book for information on the techniques of skiing. There are plenty of books on this subject. In the pages of this delightful collection of caricatures—and they are in color—you will recognize some of your friends who never miss the ski train. "The book is made like an accordion, and from its folds one almost hears the gay yodel of ski folk in the mountains."

All who ski or who have watched the antics of friends will find this a most intriguing and novel book.

The Play's the Thing. How to Appreciate and Enjoy the Drama.

By Joseph Mersand, Ph. D. Number Five. The Modern Drama Chapbooks, New York. $.25.

Dr. Mersand, instructor in English, Boys' High School, Brooklyn, New York, gives us in this book three essays on the art of enjoying the drama: "The Meaning of the Appreciation of Drama"; "How to Know the Best Plays"; and "What Makes Great Dramas Great." They are all three helpful aids to an appreciation of drama.

Stories for Parents.

By Jean Schick Grossman. Summer Play Schools Association, 1841 Broadway, New York. $.05 each; series of four, $.10.

In 1938 the Summer Play Schools Committee of the Child Study Association issued a series of attractive pamphlets which discussed some of the problems which arise in child training. The Committee, now known as the Summer Play Schools Association, now offers a new series having to do with *Learning to Use Money; Keeping Healthy; No Two Children Are Alike;* and *Children's Quarrels.* The general plan followed in all the pamphlets is to state the situation, present a number of questions which the particular problem presents, and offer suggestions under the heading "Some Things to Think About." The leaflets are all attractively illustrated.

Where Did Your Garden Grow?

By Jannette May Lucas. J. B. Lippincott Company, Philadelphia. $2.00.

Sometimes we say that the wind blows from the four corners of the globe. The wind blowing over a garden does, for often the flowers in one bed come from all parts of the world. In this unusually attractive book the author tells of the travels of a number of flowers—tulips, lilies, daffodils, zinnias, and many others—from China, Persia, Turkey, Africa, South America, and other countries. There are beautiful colored maps and drawings by Helene Carter illustrating their original habitat and their travels. This is a charming book for flower lovers.

Louisiana French Folk Songs.

By Irene Therese Whitfield. Louisiana State University Press, University, Louisiana. $3.00.

In this book Miss Whitfield has made a contribution to the folk lore of America. The words are given in the patois of Creole French, a mixture of Old French and English, with bits of other languages thrown in for good measure. The melody and symbols are given in phonetic alphabet. In addition to the folk songs, the author has included a few songs which are not strictly folk songs but which have been sung, hummed, or whistled so long a time that they have developed variations in words and melody. An interesting feature of the collection is the discussion presented before each group of songs of the characteristic as demonstrated by the members of that group.

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Recreation

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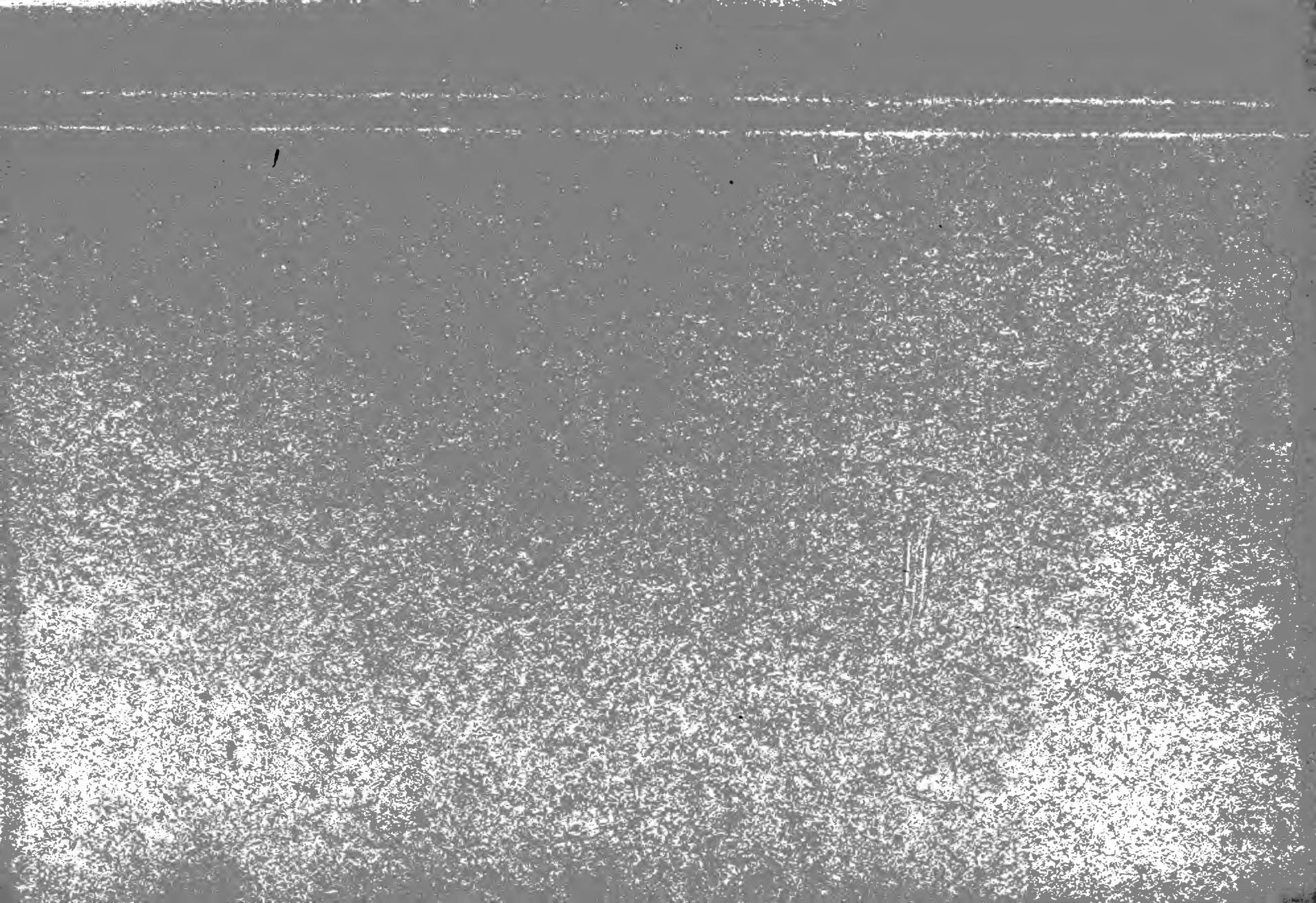
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